LAKE FOREST COLLEGE CALENDAR
1994-95

FALL TERM 1994

August	31	Registration
September	1	Classes Begin
September	5	Labor Day (Classes Held)
September	14	Last day for permissible change of registration
September	14	Last day to register for credit/D/fail option
October	22-25	Mid-term break
October	26	Last day for approved withdrawal from a course with an automatic "W"
October	28	Warning grade report due
November	24	Thanksgiving (no classes)
November	25	No classes
December	13	Last day of class
December	14-15	Reading days
December	16-17	Final Exams
December	18	Reading day
December	19-21	Final Exams
December 22-January 16		Winter Recess*

SPRING TERM 1995

January	16	Registration
January	17	Classes Begin
January	30	Last day for permissible change of registration
January	30	Last day to register for credit/D/fail option
March	11-19	Mid-term Vacation**
March	20	Last day for approved withdrawal from a course with an automatic "W"
March	22	Warning grade report due
May	1	Last day of class
May	2-3	Reading days
May	4-5	Final Exams
May	6-7	Reading days
May	8-10	Final Exams
May	13	Commencement

* Residence halls and food services are **closed.**
** Residence halls open/food services **closed.**

Lake Forest College does not discriminate against any persons because of race, color, sex, religion or national or ethnic origin in its educational program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting Handicap discrimination) is Mr. Francis B. Gummere, Jr., Vice President of Enrollment and Administration.

95-96 tentative
Fall class Aug 31
Spring class Jan 16
Commencement May 11

Lake Forest College
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Lake Forest, Illinois 60045-2399
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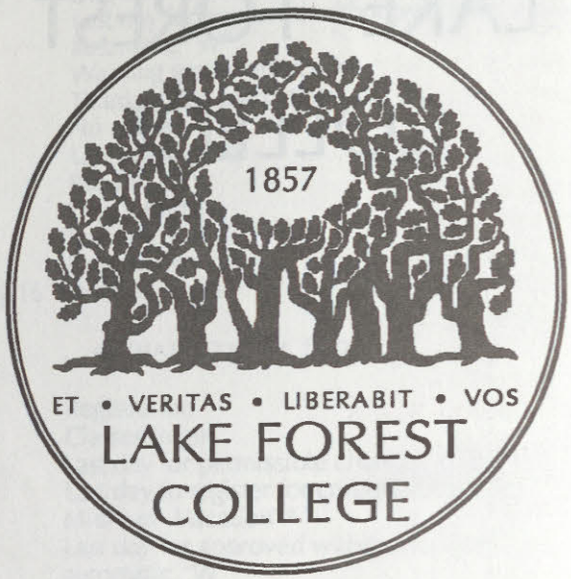
LAKE FOREST COLLEGE

1994-95 Bulletin

Volume 71, Number 3, Published four times per year, in February, May, July and November by Lake Forest College, Lake Forest, Illinois.



Lake Forest College affirms that education ennobles the individual.

Our curriculum engages students in the breadth of the liberal arts and the depth of traditional disciplines. We encourage students to read critically, reason analytically, communicate persuasively, and, above all, to think for themselves. We foster creative talent and independent research. We embrace cultural diversity. We honor achievement.

Our faculty of distinguished scholars takes pride in its commitment to teaching. We know our students by name and prepare them to become responsible citizens of the global community. We enable students, faculty, trustees, and administrators to solve problems in a civil manner, collectively. We maintain a secure residential campus of great beauty. We enrich our curriculum with the vibrant resources of Chicago.

Lake Forest College celebrates the personal growth that accompanies the quest for excellence.

— Approved by the Faculty and Trustees, May, 1992.

TABLE OF CONTENTS

General Information 5
Admission to the College 18
Tuition and Expenses 21
Financial Assistance 25
The Undergraduate Curriculum 29
General Education Curriculum 29
Programs for Freshmen 33
The Major 34
Independent Scholar Program 35
Course-Sequences and Concentrations 35
Independent Study 36
Pre-Professional and Career Preparation 37
Special Off-Campus Study Opportunities 41
Summer Session 54
Communitiy Education 55
The Graduate Program 56
Subjects of Instruction 63
African American Studies 63
American Studies 63
Ancient Mediterranean Civilizations 64
Area Studies 66
Art 67
Asian Studies 73
Biology 75
Chemistry 81
Comparative Literature 86
Economics and Business 92
Education 102
English 110
Environmental Studies 119
Foreign Languages and Literatures 120
French Civilization 122
General Education Curriculum 142
History 153
Honors Seminars 161
Independent Scholar 163
International Relations 163
Mathematics and Computer Science 165
Metropolitan Studies 174
Music 175
Philosophy 181
Physics 187

Politics 192
Psychology 200
Religion 207
Sociology and Anthropology 212
Theatre 219
Women's Studies 221
Writing on Special Topics 222
Academic Regulations 223
Directories 239
Geographic Distribution of Students 1992-93 267
Index 268

GENERAL INFORMATION

Lake Forest College: An Introduction

Lake Forest College is a co-educational undergraduate institution offering students the opportunities and challenges of a liberal arts education, in a community self-consciously dedicated to learning. Undergraduate study at the College is intended to provide preparation for a lifetime of encounters with enduring, fundamental questions and new, as yet unseen frontiers. The College seeks to cultivate the methods and skills of the well trained intellect, and to foster a spirit of curiosity concerning the ways of nature and society and the responses of humankind to both. At the same time, it endeavors to help individuals develop themselves for lives of leadership, service, and personal fulfillment.

The institution from which the College derived was founded in 1857 as Lind University by the same group of visionary Presbyterians who also founded the town of Lake Forest (1861) and established its First Presbyterian Church (1859). The institution grew to include boys' and girls' academies, a co-educational undergraduate college, and graduate schools of medicine, dentistry, and law. The undergraduate college enrolled its first students in 1876 as Lake Forest University, with a class of twelve. In the early years of the twentieth century the graduate schools were disassociated from the University and the academies became autonomous schools (continuing today as Lake Forest Academy/Ferry Hall). Full attention was thereafter devoted by Lake Forest University to its undergraduate college. Accordingly, the institution was formally renamed Lake Forest College in 1965.

Throughout its history, as its student body has grown, the College has continued to express many of the values cherished by its founders. Today the College's faculty, students, and staff come from diverse ethnic, racial, and religious backgrounds. The College is governed by an independent Board of Trustees while maintaining a relationship with the Presbyterian Church, U.S.A. Lake Forest College is accredited at the undergraduate and the master's degree level by the North Central Association of Colleges and Schools and is registered by the Board of Higher Education of the State of Illinois.

After more than a century of undergraduate education, in the 1990s the College offers a curriculum in the liberal arts that combines requirements for a balance of breadth and depth of study in disciplinary inquiry with many opportunities for interdisciplinary exploration, independent academic work, and freedom of choice in designing one's course of study. The undergraduate academic programs are enhanced by cooperative degree programs with several other institutions of higher education,for-credit internship experiences in the United States and abroad, and a wide array of programs for international study. The College's graduate program in liberal studies, established in 1976, pursues a strongly interdisciplinary approach.

By virtue of its small size, Lake Forest College fosters interaction between students and faculty. As a result of its location near Chicago, the College's students have exposure to the myriad cultural opportunities available only in one of the world's great cities. In its curriculum and its student life, Lake Forest's special qualities are perhaps best defined in a statement about the College approved by the faculty and trustees in 1992, which is printed on the second page of this Bulletin.

Location

Lake Forest College is located several blocks from Lake Michigan in the small city of Lake Forest, Illinois. One of the suburbs on Chicago's North Shore, Lake Forest provides a quiet, secure, and beautiful environment for the College. The campus is twenty-five miles northeast of O'Hare Airport via the Tri-State Tollway (Interstate 294), 35 minutes by car and about an hour on the airport bus. Downtown Chicago, with its intellectual, cultural, and educational resources, is approximately 30 miles away. The superb commuter railroad, the Chicago and North Western, takes about an hour to reach the heart of the city. The campus is a short walk or cab ride from the railroad station in Lake Forest. Students and faculty have access to the libraries of Northwestern University, the University of Chicago, the University of Illinois at Chicago, and the Chicago Historical Society, as well as to the Newberry Library and the Chicago Public Library. The Chicago Symphony, the Lyric Opera, the Goodman Theatre, the Museum of Contemporary Art, and the Art Institute of Chicago are among the many cultural institutions that make Chicago a national center for music, drama, and art. The Museum of Science and Industry, the Field Museum of Natural History, the Adler Planetarium, the Shedd Aquarium, and Argonne National Laboratory are available to our students both informally and in some cases for course work. The College's location gives it the best of the suburban and urban worlds.

The Campus

Lake Forest College occupies 107 acres on three attached campuses, part of the lands claimed for the College at its founding in 1857. The College has always been noted for its scenic combination of open vistas, stands of trees, and wooded ravines leading to Lake Michigan. In recent years it has gained a reputation for having creatively renovated nearly all of its late nineteenth and early twentieth century buildings.

On Middle Campus, College Hall was fully renovated and renamed Young Hall in 1982, 104 years after its opening, serving now as it did in the first years of the College as the central classroom facility. The building known today as Hotchkiss Hall was built in 1890 and, after renovation during 1987-88, houses the Departments of Psychology and Sociology and Anthropology as well as the Counseling Center. Among other buildings that still survive from the earliest period of the College are Moore Hall, now a South Campus dormitory; North Hall on Middle Campus, today the administration building; and Patterson Lodge, the current location of the admissions and financial aid offices.

North Campus took shape in the 1890s with the construction of two surviving buildings. Durand Institute, designed by the noted architect Henry Ives Cobb, was originally a branch of the Art Institute of Chicago and has served by turns as a theatre, classroom, and administration building. Upon renovation, it reopened in 1981 and returned to its original status as an art center, now housing the Sonnenschein Gallery; painting, drawing, print, ceramics, and photography studios; and the Departments of Art and Philosophy.

To the beginning of the College's second period of growth, the turn of the century, belong several buildings on Middle Campus, including Lily Reid Holt Memorial Chapel, with its windows of Tiffany glass. Reid Hall, the College's library until 1965 and later a classroom building, was renovated during 1987-88 and now

houses the Departments of Education, Music, and Religion and includes state-of-the-art music facilities. Harlan and Blackstone residence halls, Durand Commons, and Carnegie Hall (which originally housed the natural science department) were completed in 1906, a few years after the Chapel and Reid Hall.

In the 1960s, a third period of building responded to the needs of an increasingly well-qualified faculty, a more sophisticated curriculum, and an expanded student body. Johnson Science Center, with its prize-winning circular Freeman Science Library, was opened on Middle Campus in 1961. Four years later Donnelley Library, the College's main library facility, was completed to provide for a growing collection of books and journals; in 1983-84, this building was renovated to accommodate the library's increasingly progressive use of modern technologies, including those of the Illinois Library Computer Systems Organization (comprised of more than 40 libraries, the largest library circulation system in the world) and OCLC Online Computer Library Center. Near Donnelley is the large dining hall and cafeteria that were added to Durand Commons in the late 1960s.

The sixties also witnessed the development of South Campus, where Moore Hall, once a Lake Forest Academy building, was joined by two new residence quadrangles, and where a fully-equipped Sports Center, complete with Olympic-size pool, a basketball arena, and racquetball, handball, and squash courts, was built next to its predecessor, now converted into an indoor ice rink. Adjacent to the Sports Center is the Lake Forest Graduate School of Management. Though independently accredited and governed since its founding in 1946, the School of Management has shared facilities with the College.

From the 1970s to the present a number of other buildings have been renovated, including the Chapel; Hixon Hall on South Campus, with its modern, flexible studio theatre, the Allan Carr Theatre; the McCormick Auditorium; and Durand Commons, which includes a new coffee house as well as a snack bar, student government and other activity offices, student and faculty mailboxes, the college radio station, and meeting rooms and lounge space. The Dixon Science Research Center, a three-story faculty-student research facility connected to the Johnson Science Center, was opened during the summer of 1990. The following year Carnegie Hall, home to the Departments of English and Foreign Languages and Literatures, was remodeled. Patterson Lodge was completely renovated during 1992-93. From 1991 to 1993, Deerpath, Harlan, Blackstone, Nollen, and Gregory residence halls were upgraded and refurbished. Renovations of residence halls are continuing.

Faculty

At the center of Lake Forest College stand its distinguished faculty. They are first and foremost teachers, and the College seeks out and retains faculty members principally because they enjoy and excel at teaching undergraduates. Faculty members, rather than graduate assistants, teach the College's courses and provide academic advising, and they are easily available to students. A student/faculty ratio of less than 11:1 gives students easy access to their teachers while enabling them to have informed counsel about their individual programs of study. Smaller class size and flexibility in instructional methods provide our students with regular opportunities for the give and take of classroom discussion and other forms of active learning.

The faculty's tradition of teaching excellence is matched and supported by its achievement in scholarly research. Approximately ninety-five percent of the College's full-time teaching faculty hold doctoral degrees. They are active as lecturers, consultants, critics, artists, editors of journals, and authors of books, scholarly articles, and newspaper opinion pieces. Many are recognized authorities in their fields and are sought by the news media to provide expert commentary on current events. In recent years faculty members have been awarded fellowships or other national awards by the American Council of Learned Societies, the Fulbright Commission, the German Marshall Fund, the Andrew W. Mellon Foundation, the National Endowment for the Humanities, the Phi Beta Kappa Society, the Presidential Young Investigator Program of the National Science Foundation, the Rockefeller Foundation, and the Woodrow Wilson National Fellowship Foundation. Students at the College enjoy the benefits of undertaking research supervised by these nationally prominent scholars or enrolling in courses that they teach.

Students

For many years the College has fostered diversity within the student body and commitment among its students to high standards of academic excellence and personal integrity. Virtually all states of the Union and a considerable number of foreign countries are represented among the College's undergraduates. The diversity of the college community is seen in more than the geographical, educational, and racial and ethnic backgrounds of its students. It is also found in the broad range of personalities at the College. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs.

For each of these individuals, the College is a place to study, work, enjoy, and live. Students participate in a variety of activities. They join the faculty in the governing of the College through participation in committees and representation on the Board of Trustees. Student writers and performers take part in the FM radio station, the student newspaper, literary magazines, the yearbook, the chorus and instrumental ensembles, and theatre groups. Honorary societies in biology, drama, economics, education, foreign languages, philosophy, politics, psychology, chemistry, and physics enjoy active student participation as do other special-interest clubs. In athletics, the College provides physical education for interested students and maintains a comprehensive intramural and inter-collegiate athletic program. There are several local fraternities and sororities and interest groups, as well as one national fraternity, all housed within the residence halls. The members of these groups take their meals with all other students in the dining hall and find their associations and activities across the campus. All have equal opportunity to take advantage of the richness of the College's programs.

Calendar

The academic calendar of Lake Forest College is based upon two fifteen-week semesters, from late August through mid-December and from mid-January to early May. Students normally take four course credits per semester (the equivalent of sixteen semester hours). All courses run for fifteen weeks, with the exception of the courses associated with the Lake Forest College Program in Greece and Turkey.

Research and Learning Resources

COLLEGE LIBRARIES

The College's library program meets the study and research needs of students and faculty by combining traditional library strengths in core and special collections with state-of-the-art access to information and to resource sharing.

As libraries have been evaluated traditionally, Lake Forest measures up well: books and bound periodicals number more than 250,000, the federal documents depository count exceeds 80,000 items, microforms total 85,000, and about 1200 periodical titles are current. About 5,000 volumes are added annually. Constructed in 1965, expanded and substantially renovated in 1983, and renovated again in 1987, Donnelley Library is headquarters for library operations on campus and home for most of the collection. Donnelley is open more than 90 hours per week during the academic year, with reference service scheduled 70 hours per week among five librarians. Study space is available for 450, in a variety of settings. The Library is richly endowed with strong special collections, a result of gifts from the College's founders and from nationally known collectors in the twentieth century. Among recent additions are the papers and library of Joseph Medill Patterson, the grandson of the College's first president and the founder of the New York Daily News. The Thomas O. Freeman Science Library, built in 1961, serves the research needs of the Departments of Chemistry and Physics.

Complementing these traditional measures of excellence, Lake Forest for more than a decade has provided leadership nationally in developing new services and new approaches to meeting college-level collection needs in a new information age. In the field of automated reference work, for example, Lake Forest was probably the first small college to offer comprehensive, no-charge online database searching for students and faculty, under a program supported by the Council on Library Resources and the National Endowment for the Humanities. Today the College is a leader among selective small college libraries in offering such databases in CD-ROM (compact disc) form.

In addition, the College's automated circulation system commenced operations in 1980, with a partially automated catalogue; since 1988 a full online catalogue has been available which includes subject searching. This high level of automation has resulted from Lake Forest's participation in a library network centered at the University of Illinois, whose Champaign-Urbana library is the world's largest publicly supported academic library. The network's computer link, called Illinet Online, offers the College's students and faculty the unique opportunity to charge out books on their own from the collections of about forty academic libraries within the network, whose total holdings exceed 20 million volumes. Daily truck delivery brings most directly charged books to the campus within a week. Access to periodicals also extends far beyond reliance on the titles held locally at the College. Most ordered scholarly articles arrive by telefacsimile, truck, or mail within one week.

These resources are available without leaving campus. But the Chicago area offers many other fine library collections open to Lake Forest students and faculty. They enjoy full borrowing privileges at about a dozen academic libraries which are also members of the automated network centered on the University of Illinois. With appropriate pre-arrangement, books can be checked out by students and faculty on site from the University of Chicago's collections. Students and faculty members can

arrange access to several other research libraries, including Northwestern University, the Newberry Library, the Art Institute of Chicago, the Chicago Historical Society, and the University of Health Sciences--The Chicago Medical School. An additional 200,000 volumes are available for borrowing in Lake Forest, at Barat College and the Lake Forest (public) Library.

COMPUTING FACILITIES

Lake Forest's computer resources supplement and enrich many courses in a variety of disciplines. They are also used by faculty and students for independent and collaborative research.

The College's computer network is supported by Digital Equipment Corporation minicomputers and a fiber-optic backbone that links all campus buildings. Access to this network is available in every classroom, teaching laboratory, faculty office, and residence hall room. The network accommodates both Macintoshh and IBM-compatible microcomputers. Through the campus network, students and faculty may gain access to the main Library automated system, Illinet Online (with its more than 20 million volumes), from their residence halls or offices. Using Internet, they can also electronically explore the resources at research libraries throughout the country and the world, as well as countless other data resources. The availability of electronic mail permits communication worldwide, while also offering opportunities for information exchange between students and their teachers on campus. Instructional resources for course work are also accessible through the network.

The College owns nearly 400 microcomputers; approximately 125 of these are available for student use in public spaces throughout campus and are linked to the network. Major computer laboratories are located in academic buildings on Middle Campus. The laboratory in Johnson Science Center, available twenty-four hours a day, seven days a week, is frequently used as a teaching lab, as are two other labs in Young Hall. Six residence halls on the three campuses (Roberts and Nollen on South Campus, Harlan and Blackstone on Middle, and Lois and Deerpath on North) contain computer laboratories linked to the campus network.

THE WRITING CENTER

The Writing Center offers individual instruction and information on every aspect of writing for all members of the campus community. It is a support service for students working in any discipline who want to improve their writing, including assigned papers, creative work, laboratory reports, research, senior theses, and other exercises. Staffed by the Center Director and student tutors, it provides assistance to students at all levels of writing competency. The Center, located on the lower level of the Donnelley Library building, is open six days a week, including three weekday nights and Sunday afternoons, during the regular college term. The Writing Center also promotes professional interest in the teaching of writing by organizing workshops for faculty, and by supporting discussion, consultation, and informal meetings among faculty on issues of writing and pedagogy through the curriculum. The Writing Center plays a central role in the College's development of the writing curriculum throughout the disciplines.

To encourage interest and excellence in writing, the Writing Center sponsors a Freshman Composition Contest and an annual Lake Forest College Writing Contest, both juried by faculty members. Winning entries are included in the annual issue of

Lake Forest Papers, published at the end of the academic year. The Pearl E. Pauker Prizes in Writing, the highest distinction awarded by the College for student writing in academic disciplines, goes to the first, second and third-prize winners.

Lake Forest College is a member of the National Writing and Thinking Network, a nationwide association of colleges that offers special summer writing programs for high school students. The Workshop in Writing and Thinking at the College is organized by the Writing Center Director.

AUDIO-VISUAL

The College audio-visual center on the lower level of Donnelley Library, completed in 1988, focuses on a multi-function automated learning laboratory. This state-of-the-art facility permits interactive group instruction for foreign languages as well as individual audio and video playback (including international format video). Also available are new music listening facilities, including stereo tape, phonodisc, and C-D playback options. The audio-visual center provides support as well for the heavily-used Microforms Reading Room. In addition to the Center, audio-visual facilities are located conveniently in various buildings and departments, with administrative support from the library. The Art Department maintains a separate slide library, with holdings of about 100,000 pieces.

ART GALLERIES

The College's Sonnenschein Gallery and the adjacent Albright Room are located in Durand Institute. Changing exhibitions are mounted in Sonnenschein Gallery throughout the academic year, displaying both the work of the College's faculty and students and works held in the College's own collection or lent by other collections. The Albright Room is normally used to exhibit works from the College's extensive collection of Pre-Columbian and African art.

The College art collection consists of the Sonnenschein Study Collection of several hundred European drawings and prints; the Freehling Gift of contemporary American prints, many of which hang in Young Hall; an extensive group of Pre-Columbian and African works; and prints, drawings, paintings, and photographs from various periods.

Student Life and Activities

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest reflect this special tradition both in the range of their activities and also in their participation in campus governance.

Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. The Campus Activities Office works with student groups in planning and arranging for social and cultural affairs, and in maintaining an all-campus calendar of events. Students participate on governance committees, in the judicial system, and on the Board of Trustees and its relevant committees. The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events and are often joined by faculty. The residence halls provide students with opportunities to encounter others from diverse backgrounds and cultures. And special services have been

designed to reflect Lake Forest's particular opportunities and needs, so that academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

COMMONS

The varied character of this central facility reflects the diversity of life at the College. The facility includes the coffee house, snack bar, mail room, radio broadcast facility, newspaper production office, television lounge, game room, student government office, and faculty lounge. *Commonplace*, built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations, and for cultural and social events. Adjacent to Commonplace, the Campus Activities Office provides cultural and social coordination for the campus. Elsewhere in the complex are conference rooms, offices for campus organizations, a bookstore, and the campus dining hall. At the heart of the campus, Commons serves as the social and communal hub of student life.

RESIDENTIAL LIFE

As a residential community, Lake Forest College offers each student the opportunity to develop a variety of life skills. Some of these skills may be learned in the residence hall; still others may be learned on the playing field or over meals in Commons. The College believes that virtually every experience--whether making new friends, writing a play, deciding on a major, or living with roommates--is an invitation to learn and to grow. Members of the faculty, administration, and residence staff all share in the responsibility for building and maintaining a sense of community that recognizes each student's need to learn and values each student's right to learn.

Ten residence halls provide options that include same-sex, co-educational, upperclass, freshman, and 24-hour-quiet living environments. The residence halls contain their own lounges for study and social activities, and six of them also have computer rooms which provide 24-hour access to microcomputers and printers and the campus network. Upperclassmen may live off-campus upon approval from the Dean of the College Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

ATHLETICS

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramural activities, physical education, and club sports.

The intercollegiate program for men and women includes varsity competition in basketball, football, handball, ice hockey, lacrosse, soccer, softball, swimming, tennis, and volleyball. The College is a member of the Midwest Collegiate Athletic Conference, which includes institutions such as Grinnell, Lawrence, and Beloit. Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. Lake Forest athletes are students first and athletes second. No special financial aid is offered for athletics.

The College encourages all of its students to participate in a diversified intramural athletic program that includes basketball, ice hockey, racquetball, soccer, softball, tennis, touch football, volleyball, and other activities. Student interest determines the activities provided.

Participation in physical education courses at Lake Forest College is on a purely voluntary basis. Offerings include such activities as ice skating, racquetball, swimming, tennis. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center that houses a gymnasium, a swimming pool, two sauna baths, three handball courts, two squash courts, an exercise room, and a weight room. All facilities are available to the student body on a regular basis for recreational purposes.

MUSIC

In addition to offering a variety of courses in applied music, theory, composition, and music history, the Music Department supports the Lake Forest Chorus, the Jazz Ensemble, a new-music ensemble, and numerous informal chamber groups. Compass, a student musicians' organization, presents numerous events--regular Coffee House performances, Sunday recitals, solo recitals, and other concerts--featuring these ensembles throughout the year. Numerous professional groups--including Chicago-area rock bands, blues bands, chamber ensembles, solo recitalists, and gospel choirs--give concerts on campus. Student rock bands perform on campus and in local clubs, and they are encouraged to use the College's electronic-music/recording studio.

A new college/community orchestra, the North Suburban Symphony, rehearses on campus and presents four concert programs a year. Interested students are invited and encouraged to play with this orchestra.

THEATRE

Lake Forest College students participate in an active campus theatre program, highlighted by a flexible theatre space and professional direction and design. The Allan Carr Theatre in Hixon Hall is an intimate and unique showcase for performing arts. This fully equipped facility adapts to proscenium, thrust, and experimental staging configurations, and is a center for campus theatre activity. A wide variety of classic, contemporary, and original productions--open to all students--offers experience in all aspects of theatre: acting, directing, playwriting, designing, costuming, lighting, stagecraft, and publicity. The season is managed and staffed by the Garrick Players, a student organization with a campus and community history of excellence reaching back to the last century. With significant participation in at least one production, a student achieves Garrick voting membership. The group elects an Executive Board in the spring to serve for the following year, working in cooperation with the faculty director.

The theatre program emphasizes practical experience under professional instruction and direction. Guest artists from the Chicago theatre community have conducted workshops and are employed as occasional designers and directors. Although major productions are directed by professionals, including an on-campus Director of Theatre, the program offers students considerable opportunity in initiating and directing their own projects, including directing studio productions and producing their own original plays. Although a theatre major is not offered, courses in playwriting, beginning and advanced acting and design, and theatre history are

offered. In addition, creative project credit is available for in-depth, specialized study and practice, in coordination with Garrick Players productions. Students may also enroll in theatre and dance courses at neighboring Barat College through cross-registration, and may participate in Barat's productions. In addition, Lake Forest College sponsors internship opportunities with various Chicago theaters and offers occasional on-campus bookings of professional groups as well as excursions into the exciting Chicago theatre scene. Recent Garrick Players productions have included *Children of a Lesser God, She Stoops to Conquer, The Importance of Being Earnest, Tartuffe, Execution of Justice, The Trojan Women, A Doll's House*, and *The Crucible*, in addition to many original student plays.

COMMUNICATIONS

The Stentor, the College newspaper, is the students' weekly journal. The Campus Activities Office publishes a weekly *Campus Capsule* which includes information about campus events and official College announcements. *The Forester*, the College yearbook, is published annually. The fine arts magazine, *Tusitala*, includes writing, drawing, and photography by students. *Collages*, the foreign language literary magazine, includes original prose and poetry in French, Spanish, and German by Lake Forest College students and faculty. Several well-equipped College darkrooms are used both by photographers working on student and College publications and by students who are just becoming acquainted with the art and practice of photography.

The campus 300-watt radio station, WMXM (broadcasting at 88.9 FM), is operated by students and has a daily broadcasting schedule devoted to music, sports, campus news, and special programs.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

CAMPUS EVENTS

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Campus Activities office in Commons, students may obtain information about music, art, and theatre in the city and suburbs. The office also offers a series of bus trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. A Friends of the Arts group solicits concert and other tickets from members of the community, which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Campus Entertainment Committee is responsible for organizing all types of campus events ranging from comedians and hypnotists to blues bands. The counselor also plans such traditional events as Homecoming and the Festival of Ra. The center for these activities is the Campus Activities Office, which encourages involvement by students.

Through the generosity of the Sonnenschein Endowment Fund an Artist-In-Residence is invited to the campus each year for an extended residency, which includes both public lectures and informal meetings with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout

the year as guests of departments or as part of the weekly Tuesday-morning Convocation series.

VOLUNTEER COMMUNITY SERVICE

Lake Forest College students have many opportunities for involvement in volunteer community service work in nearby towns and cities, and the College strongly encourages such work. There are various student organizations that do social service work, such as Best Buddies, the Social Services Organization, and the Interfaith Center. The central hub of volunteer activities is the Campus Activities Office, where resources and further information are available.

Best Buddies is a program designed to match college students with mentally handicapped children. The college student acts as a big brother/big sister mentor. Activities have included hayrides, bowling, and trips to Great America, a local theme park.

The Social Services Organization coordinates groups of volunteers who work regularly for community service agencies, including a Waukegan soup kitchen, shelters for the homeless, and the Lake County Housing Authority project for repairing residential buildings. In addition, Social Services provides information and activities related to courses, research, and internships in the field of social service.

The Interfaith Center leads two major outreach programs. The first is a fall Fast for World Harvest project on campus that seeks to raise money for the hungry. The second is a program that sends work teams to Appalachia to repair homes during the College's spring recess.

RELIGIOUS ACTIVITIES

Through the Lilace Reid Barnes Interfaith Center, the College continues its traditional relationship with the Presbyterian Church in a context of religious plurality and dialogue. A student steering committee suggests and implements programs to meet current campus needs. Activities sponsored include: Sunday services, New Testament Study, Sabbath celebrations, and afternoon meditations. The faculty coordinator serves as liaison with the Dean of the College Office and with the student steering committee. She also works with local clergy in facilitating their ministry to our religiously diverse student body.

Advising, Guidance, and Support

A comprehensive advising and guidance program at the College recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality depending upon the circumstances, and at the several stages of progress through a college career.

ACADEMIC ADVISING

The advising system holds a central place in the academic program of Lake Forest College. Faculty advisors help students determine their academic needs and objectives, enhancing the freedom of choice available for designing an individual program of study for a given term and for an entire college career. Advisors also

work with students to ensure that they receive a broad-based education while selecting appropriate majors and meeting graduation requirements.

New students are assigned a faculty advisor at the outset who assists with overall program planning, course selection, registration, career choices, and other academic difficulties or personal problems as they may arise. Freshmen are taught by their advisor in a Freshman Studies course during the fall term. Freshman advisors serve in an advisory capacity for the entire freshman year. During the sophomore year, students may continue to be advised by their freshman advisor or may choose another faculty advisor. Students may select a major field of study by their sophomore year and must do so by the end of that year. Accordingly, during the sophomore year a student will choose an advisor from among the faculty members in the relevant departmental or interdisciplinary major. Faculty advisors in the major assist students in drawing up a program of courses in their major field and other academic areas, and provide necessary guidance throughout students' undergraduate careers.

COUNSELING CENTER

The purpose of the Counseling Center is to aid students in becoming more effective, self-directed individuals. Free of charge to all Lake Forest College students, it offers professional counseling on personal, social, academic, or career issues. Service is offered in dealing with problems hindering an ability to benefit fully from the student's college experience, and with the identification of aptitudes, interests, and personality traits affecting the choice of educational programs or careers. Group counseling is available to students who are seeking to enhance their own growth and development.

RESIDENCE HALL STAFF

In each residence hall a Head Resident and Resident Assistants are selected by the Dean of the College Office from among upperclass men and women to serve as advisors. The goal of the residence hall staff is to foster an environment that is conducive to study and learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community. The staff provide peer-based counseling that is responsive to individual needs, and they coordinate programming and enforce residence hall regulations.

CAREER DEVELOPMENT CENTER

The Career Development Center office assists all students in the development of their career objectives, at any point during their college years. Workshops and individual counseling provide advice for job-hunting strategies such as résumé and cover letter writing, interviewing, and occupational research. Computer-assisted career guidance is also available. A Mentor Program has been designed for seniors who wish to speak individually with alumni concerning career opportunities. Mentor-student matches are based upon common career interests. Although there are several graduate schools and employers represented in the on-campus recruitment program, emphasis is placed on "taking the job search to the street." The CP&P network of contacts in the profit and non-profit sectors helps to "open doors" for initial interviews and provides students with first-hand information about a wide variety of career opportunities.

Health Services

The College's health services program is administered by Lake Forest Hospital. Nurses are available at the campus Student Health Service by appointment and for emergencies, and they provide a wide range of services. Physicians' services are provided on campus by the Medical Director of the Lake Forest Hospital Emergency Department. When the campus Student Health Service is closed, medical care is provided by the Emergency Physicians' Group at Lake Forest Hospital, one and a half miles west of the campus. These physicians treat students in the hospital's Emergency Room following referral from the nurse, residence staff, or campus security. The Health Service is located in the Sports Center and is open from 8:30 a.m. to noon and from 1:00 p.m. to 4:30 p.m., Monday through Friday.

The basic fee covers the cost of medical services at the Health Service including some supplies, dressings and diagnostic tests done at the Health Service, but it does not include laboratory or x-ray fees. When a student is referred to Lake Forest Hospital the basic fee does not cover medical services rendered. The College requires that full-time resident students participate in its student health coverage plan unless evidence of equal or superior coverage is presented and an insurance waiver is completed. Students and their parents are urged to review the coverage offered, as listed in a brochure detailing benefits issued from the Business Office and routinely sent before enrollment. For more information, see the *Tuition and Expenses* section of this catalog.

Summer Session

Two summer sessions offer a number of basic and special courses, the great majority taught by regular members of the College's faculty. The first session, three weeks in length, runs from mid-May to early June, in which a student may enroll in a single course. The seven week session extends from mid-June to late July, during which a student may enroll in a maximum of two courses.

ADMISSION TO THE COLLEGE

Admission to the Undergraduate Program (Bachelor of Arts)

As the Admissions Staff evaluates applicants to Lake Forest College, it is primarily concerned with knowing the individual candidate. The criteria used for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, gender, handicap, or financial position. This admission policy is manifest in the diverse nature of the student community--a diversity essential to the educational vitality of a liberal arts college. Candidates for undergraduate admission may obtain the required application forms by writing the **Office of Admissions, Lake Forest College, 555 North Sheridan Road, Lake Forest, Illinois 60045-2399 or calling 1-800-828-4751.** The College will also accept the Common Application, in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. Admission decisions are announced no later than the third week of March for all freshman candidates whose applications are complete as of March 1. Decisions regarding applications received after March 1 will be announced as the file becomes complete and as conditions permit.

Students making application for financial aid should refer to the section *Financial Aid*, which explains the application process and deadlines.

Secondary School Requirements

The depth and breadth of preparation is primary in the admission decision. Enrollment in honors courses, accelerated programs and formal Advanced Placement or International Baccalaureate work is encouraged. As a rule, it is recommended that the candidate present at least the following:

- A minimum of four years of English;
- Three or more years of mathematics, including trigonometry;
- In-depth study in one or more foreign languages;
- Two to four years of work in both the social and natural sciences.

Examinations

All candidates are required to present the results of either the Scholastic Assessment Test (SAT-1) of the College Entrance Examination Board (CEEB) or the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school. The Admissions Staff may require a candidate to submit the results

of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. A prearranged appointment is necessary. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday, and Saturdays, 9 a.m. to 11:30 a.m..

Early Decision

The Early Decision Program allows students who have determined that Lake Forest is their first choice to receive early notification of the admission decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan, candidates are expected to withdraw all other college applications and to post a non-refundable tuition deposit within two weeks of the notification.

The Admissions Staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates will normally be notified of their admission status two or three weeks after completion of their application. Requests for Early Decision may be made at any time of the year.

Early Decision candidates requiring financial assistance should file the Lake Forest Application for Financial Assistance (LFAFA) early in their final year of secondary school in order that both admission and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students desiring to defer their enrollment should complete the application procedure during their final year of secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

Admission by Transfer

Transfer students are admitted at the beginning of each semester. Generally, transfer applicants should have achieved an overall college average of at least *C* or its equivalent and be eligible to return to their previous institution. At least six months must have elapsed before admission consideration will be given to students who are not eligible to return to their former institution.

Graduates of accredited community colleges and recipients of the Associate of Arts degree in an applicable field will be granted full junior standing (16 LFC course credits) if they have earned grades of *C-* or better in all courses counting toward that degree. Some transfer courses earned for the A.A. degree may not meet the requirements for the student's declared major field at Lake Forest College.

When a transfer student is admitted to the College, the maximum credit accepted in transfer is two years of college work, that is, 60 semester hours (16 Lake Forest College credits). Up to that limit, all appropriate academic work, as

determined by the Registrar, taken and passed with a grade *C-* or better at the former institution, will be accepted toward fulfillment of the B.A. degree at Lake Forest College. No courses with *D* grades will be accepted in transfer. Beginning with 1990, plus and minus grades earned at another institution, with the exception of *A+*, are recorded on the student's Lake Forest College transcript. For further details concerning the College's credit and residence requirement, see the section *The Undergraduate Curriculum.*

All transfer students are required to submit the following credentials and are requested to send a letter of recommendation from the academic dean or a teacher of the college:

- Application for admission;
- Secondary school transcript;
- Transcripts of all college work completed through the most recent term.

Students (including transfer students) who matriculate in 1994-95 with less than 16 credits will fulfill distributional requirements, as outlined under the General Education Curriculum in the section *The Undergraduate Curriculum.* These requirements will also apply to transfer students who matriculate as juniors (16 credits) in 1995-96. For students who have already matriculated at the College prior to August 1993, no specific distribution of courses is required among the electives outside the major.

Admission to the Graduate Program (Master in Liberal Studies)

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. Candidates for admissions must hold a bachelor's degree from an accredited college or university.

Applicants should submit transcript records of all college work with their application for admission. An application fee of $15.00 is required. The application form requests a written essay stating briefly how applicants believe the graduate program in liberal studies will serve their needs.

All applicants must be interviewed by the Director, Associate Director, or another member of the M/LS Committee, which is responsible for admitting applicants. The decision to admit an applicant is based solely on the Committee's assessment of whether the applicant is likely to perform well in the program and benefit from it.

Initial acceptance into the program is on a conditional basis. Successful completion of one of the interdisciplinary seminars (achieving a grade of *C* or better) is required for formal admission into the program (admission to candidacy). The decision to admit a student to candidacy is made by the entire M/LS Committee.

For information or an application form, call the **M/LS office, 1-708-735-5083, or write Graduate Program in Liberal Studies, Lake Forest College, 555 North Sheridan Road, Lake Forest Illinois 60045-2399.**

UNDERGRADUATE TUITION AND EXPENSES

1994-95 Academic Year

FULL-TIME STUDENTS	FIRST SEMESTER	SECOND SEMESTER	FULL YEAR
Tuition and Fees			
Tuition	$8,440	$8,440	$16,880
Activity Fee	75	75	150
Health Center Fee	40	40	80
Subtotal	$8,555	$8,555	$17,110
On Campus Resident Charges			
Room	$1,115	$1,115	$ 2,230
Board	870	870	1,740
Subtotal	$1,985	$1,985	$ 3,970
Total Tuition and Charges	$10,540	$10,540	$21,080

PART-TIME STUDENTS	
Tuition per course	$ 2,110
Auditor tuition per course	$ 300

OTHER EXPENSES	
Application Fee	$ 35
Financial Aid Processing Fee (returning students)	$ 10
Student Health Insurance	
Full Year - 12 months	$ 100
Second Semester only	$ 70
Foreign Study cost per month	$ 28
Course overload tuition	
One half course credit	$ 1,055
One course credit	$ 2,110
Music lesson fees, 12 weeks of lessons per semester: (non-credit)	
One half hour lessons	$ 180
Three quarter hours lessons	$ 270
One hour lessons	$ 360
Late Registration Fee	$ 100
Returned Check Fee	$ 20

Payment Procedures

Two payment procedures are available:

- Standard Plan - full semester charges due 10 days before registration
- Lake Forest College Monthly Payment Plan

The Monthly Payment Plan allows families to spread all or part of the annual expenses over ten interest free monthly payments. There is a $40 annual enrollment fee and payments begin June 1. Information on the payment plan is available in the Business Office.

The Board of Trustees has specified that all tuition and fees are due on the dates indicated by the applicable plan and that registration will not be permitted if payments are not up to date. The College reserves the right to cancel registration and evict students from residence halls and the dining hall if their accounts are in arrears and to exclude a student with significant financial obligations to the College from participating in graduation ceremonies. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Deposit

A nonrefundable $100 deposit is required for all new students and for returning students to allow them to participate in room draw or preregistration. This deposit will be applied to the student's tuition charges.

Health Clinic and Student Health Insurance Fees

On-campus health services are provided for all full-time resident and non-resident students. The annual fee of $80 is mandatory.

Hospitalization insurance coverage is required of all full-time matriculated students. The College provides a plan that may be used for basic coverage if the student is uninsured or as a supplemental policy to the student's existing insurance. The twelve month cost is $100; students enrolling second semester will be charged $70. A brochure outlining the plan benefits is available in the Business Office.

All full-time students will be charged automatically for insurance coverage, but a waiver may be obtained if family coverage is carried. Waivers must be approved by the Business Office by September 15, 1994 for cancellation of charges in the fall. Students enrolling second semester must file a waiver card by January 31, 1995.

Students studying abroad are required to have higher health insurance levels than the College's base insurance plan, including evacuation and repatriation coverage. A plan is available through the College.

Normal Course Load

A normal course load for matriculated students is four courses, but any combination of courses ranging from three to four and one half credits is regarded as a full load and regular full-time tuition applies. There are no refunds for course load changes within this range of credits. Any reduction below three credits must be approved by the Dean of Faculty Office, and the Dean of the College Office if the student is a residential student.

Students registering for less than three credits per term with the permission of the Dean of Faculty Office will be charged at the per course rate. The per course rate will apply to a three course load for two special categories of students: 1) Fifth-year Education majors and 2) special students who are not degree candidates or whose degree candidacy is pending.

Course Overload Charge

Students who are registered for a course load in excess of four and one half credits in a given semester will be charged for the additional half or full credit. Withdrawal or dropping a course is subject to regular refund policies.

Students will not be charged a fee for credit by examination (for a subject that is not covered by advanced placement tests) if such credit is established during the fall term of the freshman year.

Students who received Dean's List distinction during the previous year may take one extra course the next year, subject to certain limitations. Refer to the Honors section under *Academic Regulations* later in this catalog.

Charges for course work completed over two semesters

Completed courses for which one course credit is earned over two semesters (i.e., choir, applied music, instrumental ensemble, writing tutorial), are billed in the semester during which the credit is to be received.

Charges for credit at Barat College

Full-time students may complete coursework at Barat College and include the courses in their course load from Lake Forest College. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof that is applicable to the student's degree. (See *Cooperation with Barat College*)

Fines

Students will be assessed for library fines, on-campus traffic violations, and any damage they may cause to College property.

A student who changes residential status from resident to non-resident and does not inform the Office of the Dean of the College by July 1, loses the $100 room deposit and will be charged an additional $150.

Associated Colleges of the Midwest (ACM) Programs

Students accepted into off-campus ACM programs are billed the Lake Forest tuition rate by the College. Program fees vary and are payable directly to the College, except for a required deposit which is paid directly to the ACM offices.

Program Leave Reimbursement

Students enrolling in Program Leave courses at other institutions will be required to pay the full comprehensive Lake Forest College fee on the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, and presentation of a paid bill, the student's account will be reimbursed by the College for actual tuition charged by the other institution, not to exceed the comparable course cost at Lake Forest College.

Interest Charges

Past due accounts may be assessed interest at the rate of 1% per month.

Withdrawals and Refunds

Withdrawals from the College are processed through the *Office of the Dean of the College*. The official date of withdrawal is determined by that Office only. There are no refunds for Dismissal, Suspension or Expulsion from the College. Financial aid recipients who withdraw from the College within the refund period do so at their own risk. Any obligations owed to the College for the period of participation are charged first to resources from the student then, if necessary, to resources from financial aid monies.

Schedule of Tuition and Fee Refunds

Once classes have begun, refunds for reduced course load or withdrawal from the College will be computed according to the schedule below.

First Semester	Second Semester	Percent
On or before:		
September 9, 1994	January 27, 1995	84%
September 23, 1994	February 10, 1995	71%
October 5, 1994	February 22, 1995	56%
October 14, 1994	March 3, 1995	28%
After:		
October 14, 1994	March 3, 1995	-0-

Room and board charges are refunded on a per diem basis.

FINANCIAL ASSISTANCE

Financial Aid at Lake Forest College is granted to students who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. The College is committed to extending generous resources to all qualified students who would otherwise be prevented from attending because of financial limitations. The College also provides guidance to families who are concerned about meeting the costs of a student attending Lake Forest College.

To apply for financial aid, families must complete the Lake Forest Application for Financial Assistance (LFAFA). The LFAFA may be filed at any time during the admission process to afford prospective students and their parents quick access to accurate information concerning the amount of aid for which a student may be eligible. Students filing the LFAFA will be notified of their aid eligibility within two weeks from the receipt of the LFAFA.

In order to make any financial aid awards definite, families must also complete the Free Application for Federal Student Aid (FAFSA). Filing this form will produce a Student Aid Report (SAR). This SAR and the parents' 1994 federal tax return are required to complete the student's financial aid application to the College.

No funds may be committed to students until they have applied for and been granted admission to the College. An application for financial aid, however, does not hinder the student's application for admission; the two applications are considered separately.

Financial aid awards at the College are made for a one-year period. If the student maintains an academic record commensurate with ability and a personal record consistent with rules of the College, and completes the necessary renewal applications, the financial aid award will be renewed each year at a level corresponding to the level of demonstrated need.

FINANCIAL AID PROGRAMS

Financial aid programs are generally classified under three types: grants, loans, and student employment. The following are brief descriptions of some of the major programs. For more detailed information about each program, please refer to the brochure "Financial Aid at Lake Forest College" or contact the Office of Financial Aid.

Lake Forest College Grants

Most students who qualify for financial aid may expect a substantial amount of their need to be met by a Lake Forest College Grant. For example, for the 1994-95 academic year, the Board of Trustees has authorized over $6,000,000 to be awarded in the form of Lake Forest College grant assistance.

Federal Pell Grant

The Federal Pell Program awards grants to students with exceptional financial need. Application is made by completing a Free Application for Federal Student Aid (FAFSA). The application will be acknowledged through a Student Aid Report (SAR). This report should be submitted to the Financial Aid Office.

Federal Supplemental Educational Opportunity Grant

This program is designed to provide grant assistance to students of exceptional financial need. Students are considered for this grant automatically by the Office of Financial Aid as part of the financial aid application process.

Federal Perkins Loan

The Federal Perkins Loan is a program through which Lake Forest College makes loans to students. The interest rate on this loan is 5%. No interest or principal payments are due until the student is no longer enrolled at least half-time.

Federal Stafford Loan

The subsidized Federal Stafford Loan Program is available to students who have financial need. The unsubsidized Federal Stafford Loan Program is available to students who do not have financial need. The interest rate on both types of loans is variable (currently 6.22% and capped at 9%). For the *subsidized* Federal Stafford Loan, no interest or principal payments are due until the student is no longer enrolled at least half-time. Interest on the *unsubsidized* Federal Stafford Loan starts to accrue as soon as the check is disbursed.

Student Employment

Part-time employment on the campus is available to all students. Typically, student jobs are in administrative offices, academic departments, and other locations on-campus. Students work approximately ten hours a week and can expect to earn up to $1,650 over the course of the school year. In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than a commercial one), off-campus employment generally involves jobs in local restaurants and stores, tutoring, babysitting, gardening, or other such jobs.

Outside Sources of Funds

Students are encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice. National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations are potential resources.

The ability of students to secure outside assistance enhances their academic record. The College may slightly reduce the amount of grant assistance awarded, since all awards must remain within the computed need figure, but the total combined financial aid resources available to the student will be equal to or greater than the amount of grant provided by the College alone.

Residents of Illinois, Pennsylvania, Rhode Island, and Vermont

Students from these states who are seeking financial assistance from the College, are required to apply for their state scholarship and grant programs since awards from these programs may be used at Lake Forest College.

Other Financing Options

In addition to the financial aid programs described above, numerous alternative financing plans are available to parents to ease the cost and payment of a college education. Further information and applications for these plans are available from the Office of Financial Aid.

COMPUTATION OF FINANCIAL AID ELIGIBILITY

In determining a student's financial aid eligibility, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. These calculations are based on several expectations.

Expectation from Parents

The College assumes that each family will provide the maximum amount possible from income, savings and other assets. When determining parents' ability to contribute, a number of factors are considered, including income, assets, the number of dependents, the number of children in college, extraordinary medical expenses, certain types of debts, and any unusual circumstances.

Expectation from the Student

Students receiving financial aid are expected to contribute toward the cost of their own education. An expectation of summer earnings is assumed when calculating a student's resources.

Minimum Standard of Academic Progress

To be in compliance with state and federal regulations related to student financial aid recipients, Lake Forest College has adopted the following criteria to determine the standard of minimum academic progress:

- Freshmen and transfer students in their first term at the College are automatically considered to be meeting academic progress standards;
- A normal course load is four courses per semester, but a student will be considered to be full-time if enrolled for three course credits per semester;
- A minimum of 32 courses is required for graduation;
- The Lake Forest College policy for probation and suspension is detailed under *Academic Regulations*.

The quantitative result of this minimum standard for maintaining academic progress toward a degree is represented in the table below:

	GPA	Courses Completed
After 2 semesters	1.5	5
After 4 semesters	1.8	12
After 6 semesters	2.0	19
After 8 semesters	2.0	26
After 10 semesters	2.0	32

Other Policies to Note

Students denied financial aid because they failed to meet the minimum standard of academic progress, may appeal this decision. The appeal must be in writing, directed to the Director of Financial Aid, and should describe in detail the reasons for failing to complete the required number of courses and/or achieving the required cumulative grade point average.

If a student is a recipient of grant assistance from the College and falls behind in credits by a term or more, additional support will not be received from College funds until the deficient credits have been completed. Refer to Normal Course Load under the section *Tuition and Expenses* earlier in this catalog.

Students receiving financial aid who withdraw from the College after registration but still within a refund period do so at their own financial risk. Any obligations owed to the College for the period of registration will first be charged to expected resources from the parents and students rather than covered by financial aid monies.

Recipients of a Lake Forest College Merit Scholarship (such as the Presidential, Transfer, Alumni, McGaw, or Grew Scholarship) who wish to participate in an off-campus academic program will continue to receive this scholarship only if their off-campus program is sponsored by Lake Forest College or the Associated Colleges of the Midwest (ACM) and they are accepted as participants by the appropriate committee(s). Merit scholarship recipients may only participate in one ACM program during their academic career at Lake Forest College and receive their scholarship for this program. Recipients cannot apply their merit scholarship toward the costs of any off-campus program that does not carry Lake Forest College credit (such as a consortium agreement).

MASTER'S PROGRAM FINANCIAL ASSISTANCE

For full-time elementary and secondary school teachers enrolling in graduate courses, the College offers grants up to 50% of the cost of tuition. In addition, through the generosity of friends and graduates of the M/LS program, the College has established a limited scholarship fund for a person demonstrating need for financial assistance. These grants may supplement any other payments provided by the teachers' school districts.

THE UNDERGRADUATE CURRICULUM

Lake Forest College recognizes that no two individuals have the same educational needs and goals, just as no two individuals have identical strengths, capacities, motivation, and preparation. At the same time, the College believes that all individuals benefit from breadth of education in the liberal arts combined with depth of study in traditional disciplines or interdisciplinary fields. Accordingly, the College provides each student with great freedom of choice in designing a program of study in consultation with a faculty advisor, while requiring the student to pursue a wide range of subjects and develop considerable expertise in one academic area. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideas; developed real competence in writing, speaking, and quantitative skills; and gained significant experience in the humanities, the natural sciences and mathematics, and the social sciences while completing requirements for a major in an academic department or interdisciplinary program. The College's General Education Curriculum, its advising system, and the requirements of each major are designed to support these educational ideals, as are the many other academic programs in the undergraduate curriculum.

As they explore and take advantage of the rich curriculum at the College, students should keep in mind the requirements for graduation. In order to receive the Bachelor of Arts degree, students who enter the College as freshmen in the fall of 1994 or thereafter are expected to pass 32 courses, fulfill the general education requirements, attain a 2.00 overall grade-point average (without rounding up), and complete the requirements of a major. Students whose matriculation precedes August 1993, or who enter during 1994-95 as a junior transfer student, are exempt from the general education requirements. Important details concerning graduation requirements are given below, under *Academic Regulations*.

GENERAL EDUCATION CURRICULUM

The General Education Curriculum for the Bachelor of Arts degree establishes an integrated framework for the general education of undergraduate students across their four years of study at the College. The new curriculum includes distributional requirements intended to assure that students will receive breadth as well as depth in their education, while continuing to allow them considerable latitude in designing their individual programs of study. Included also are requirements for writing and for cultural diversity. Fulfillment of the requirements for general education begins in the fall semester of the freshman year and continues to the senior year, in the following manner.

1. Freshman Studies: A Freshman Studies course, in the College's Freshman Studies Program (for a listing of these courses, see below, under *Freshman Studies*). Freshman Studies is required of all freshmen with less than three credits.

2. Freshman Writing: One course **(other than English 100)** that includes a substantial amount of writing, to be taken during the freshman year. Freshman Studies courses satisfy this requirement. For 1994-95, additional courses that fulfill the requirement are as follows:

Biology 152 (Biology of Organisms)
Education 210/WST 210 (Observing the School Process)
English 175 (Introduction to Literary Studies)
History 120 (Foundations of the American Republic)
History 121 (Modern America)
Music 210 (Introduction to Music Literature)
Politics 110 (Introduction to Politics)
Philosophy 116 (Logic and Styles of Argument)
Psychology 110 (Survey of Psychology)
Psychology 205 (Stereotypes, Prejudice & Discrimination)
Psychology 210 (Developmental Psychology: Childhood and Adolescence)
Psychology 211 (Adulthood and Aging)
Religion 207 (Religion in Contemporary America)
Religion 217 (Religions of Asia)
Religion 218 (Religions of the Middle East)
Religion 221/CL 220 (Indian Religious Tradition)
Sociology and Anthropology 114 (Chicago Sociology)
Sociology Anthropology 280 (Sociology of Gender)

3. Natural Sciences and Mathematics: Three courses total, two in the freshman year.

▸By the end of the freshman year, **one course** in the natural sciences from among the following (unless waiver is permitted as a result of scores received in a pertinent Advanced Placement Test or International Baccalaureate Test):

Natural Science 100 (Natural Science)
Biology 151 (Biology of Cells)
Chemistry 110 (General Chemistry)
Chemistry 120 (Principles of Chemistry)
Physics 110 (Introductory Physics)
Physics 120 (General Physics)

▸By the end of the freshman year, **one course** in mathematics or computer science from among the following (unless waiver is permitted as a result of scores received in a pertinent Advanced Placement Test or International Baccalaureate Test):

Mathematics 103 (The Nature of Mathematics)
Mathematics 110 or 111 (Calculus)
Mathematics 115 or 116 (Honors Calculus)
Mathematics 160 (Finite Mathematics)
Computer Science 112 (Introduction to Structured Programming)

▸By the end of the sophomore year, **any additional course** in the natural sciences or in mathematics or computer science, including Economics 130 but excluding Mathematics 100 and 105 and Computer Science 110.

4. Humanities: **One course** from an approved list, to be taken by the end of the sophomore year. For 1994-95, the list is as follows:

Humanities 200 (Visions of the Self)

English 210/CL 199 (Masterpieces of Ancient and Medieval Literature)
English 211/CL 200 (English Literature I: Renaissance and Eighteenth Century)
English 212/CL 201 (English Literature II: Nineteenth and Early Twentieth Centuries)
Literature in Translation 201/CL 201 (Don Quijote, see under *Foreign Languages)*
Literature in Translation 202/CL 202 (Contemporary Spanish American Narrative in Translation, see under *Foreign Languages*)
Music 104 (Perspectives on Music)
Philosophy 230 (Philosophy and Literature)
Philosophy 299 (History of Western Philosophy: Ancient Greece)
Religion 201 (Introduction to the Bible)
Religion 218 (Religions of the Middle East)
Religion 320 (Western Christianity)
Sophomore Honors Seminar 252 (Perfecting Humanity)

5. Social Science: One course from an approved list, to be taken by the end of the sophomore year. For 1994-95, the list is as follows:

Social Science 200 (Metropolis)
Economics 233/History 233 (Eastern Europe in the Twentieth Century)
Economics 270 (Latin American Development)
Education 215 (Instruction Communication Theory and Practice)
History 214 (History of Russia)
History 265 (American Diplomacy)
Politics 222 (Congress)
Psychology 205 (Stereotypes, Prejudice & Discrimination)
Psychology 210 (Developmental Psychology: Childhood and Adolescence)
Psychology 211 (Adulthood and Aging)
Sociology and Anthropology 210 (Principles of Social Organization)

6. Cultural Diversity: At least two courses from an approved list, to be taken by the end of the junior year; at least one of the two cultural diversity courses must come from outside the student's major. For 1994-95, the list is as follows:

Art 222 (Introduction to Asian Art)
English 216/CL 218 (African American Literature I)
English 217/CL 217 (African American Literature II)
English 223 (Multicultural Literature)
English 225/CL 227 (Women and Literature)
English 351 (Gender and Literature)
Foreign Civilization 300/French 330 (France and the French World)
Foreign Civilization 302/Spanish 337 (The Latin American World)
History 200 (Origins of East Asia)
History 201 (East Asian Civilizations Since 1800)
History 255 (Topics in African-American History: African-American Autobiography)
History 271 (Women in Modern History: Europe and America)
History 282 (Modern China)

Music 227 (History of Jazz)
Philosophy 275/Religion 223 (Asian Thought: China and Japan)
Philosophy 305 (Comparative Philosophy: East and West)
Politics 212 (Politics of the Third World)
Politics 214 (The Politics of South Africa)
Politics 216 (Politics of the Middle East)
Politics 217 (African Politics)
Politics 318 (Topics in Comparative Politics)
Religion 217 (Religions of Asia)
Religion 221/CL 220 (Indian Religious Tradition)
Religion 222/CL 226 (Classics of Asian Thought: Indian and Islamic Traditions)
Sociology and Anthropology 261 (Cultural Anthropology)
Sociology and Anthropology 280 (Sociology of Gender)
Foreign Language courses at the 300 level or above
Off-campus programs:
- Program in Greece and Turkey
- International Internship/Study Abroad Program in Paris
- Arts of London and Florence (ACM)
- Chinese Studies (ACM)
- Czech Program (ACM)
- Florence Program (ACM)
- India Studies (ACM)
- Japan Study (ACM)
- Russia Semester (ACM)
- Studies in Latin American Culture and Society (ACM)
- Tropical Research Program (ACM)
- Urban Education Program (ACM)
- Urban Studies Program (ACM)
- Zimbabwe Program (ACM)

7. Senior Studies: During the senior year, a Senior Studies course (such as a senior seminar or senior thesis) that acts as a culminating experience in the student's major, emphasizes writing and speaking, and encourages the integration of the methods and content explored in the major. These courses are designated in each major.

All courses on the approved humanities, social science, and cultural diversity lists require a significant amount of writing. The cultural diversity requirement is intended to expand the horizons of students beyond America and the twentieth century, and to encourage familiarity with some of the newer features of the liberal arts curriculum, such as gender studies.

PROGRAMS FOR FRESHMEN

The General Education Curriculum begins with the College's Freshman Studies Program, which was established to create a special, intellectually engaging atmosphere of close interaction between first-year students and their teachers.

Every academic year the College selects faculty members from various disciplines to participate in this program. Each of them becomes both an advisor and an instructor to a group of about twelve students. By combining the teaching and advising roles, the College fosters a special relationship between faculty members and freshmen. An entering student and his or her teacher/advisor come to know each other well, because the student has an instructor who is at the same time an academic contact, a mentor and guide, and a role model. They offer special courses that are designed for freshmen and that emphasize the development of important skills.

Incoming freshmen are assigned to Freshman Studies courses on the basis of choices they make by mail during the summer. Each student then receives a reading assignment for the designated course and is asked to begin preparing for the course during the summer. The course commences at the time of Freshman Orientation and concludes at the end of the fall term. The Freshman Studies teacher remains the student's advisor throughout the freshman year.

For additional information about this program, as well as descriptions of the Freshman Studies courses for 1994-95, see under *General Education Curriculum.*

Special Freshman Courses

All departments in the College offer courses of an introductory nature that are intended primarily for freshmen and are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prerequisites or special permission.

In addition, the College offers a number of courses or sections of courses that are open only to freshmen. They are smaller in class size than most regular courses, to allow for more concentrated instruction and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication, and basic mathematics.

The College recognizes the importance of good communication skills. Accordingly, the College is committed to teaching writing as a central concern in a liberal arts education, throughout the curriculum. Basic writing skills are the main topic in English 100, "English Composition." A writing test taken during Freshman Orientation enables each freshman and his or her advisor to assess whether enrollment in English 100 is appropriate. Students may enroll for credit on a semester-long basis, or for non-credit tutoring for varying lengths of time.

Mathematics 100, "Elementary Algebra," is for students who have had less than three years of high school mathematics. Mathematics placement exams are offered during Freshman Orientation to help freshmen decide among Mathematics 100 (Elementary Algebra), Mathematics 105 (Elementary Functions), and Mathematics 110 (Calculus I).

Richter Apprentice Scholar Program

The Richter Apprentice Scholar Program is designed to provide unusual intellectual opportunities to a small group of outstanding students early in their college life, with the hope that these experiences will inspire them to take full advantage of the opportunities for independent work at the College in succeeding years. The ultimate goal is to foster in these students a strong commitment to the life of the mind and to encourage them to consider careers in research and teaching.

The program, made possible by a generous grant from the Evelyn Elizabeth Cook and Paul K. Richter Memorial Funds, was inaugurated in 1988, has been extremely successful. During the freshman academic year, students may take a special freshman seminar, and have opportunities to meet distinguished visitors to the campus. The central part of the program is a research experience in the summer after the freshman year.

Students selected for the Richter Program prior to their coming to the College take in their first term at Lake Forest College a special team-taught, interdisciplinary freshman seminar, "Ways of Knowing." The seminar explores how various academic disciplines approach knowledge. The range of disciplines represented, stretching across the humanities, the natural sciences, and the social sciences, are those encompassed within a liberal arts education.

In the summer between the freshman and sophomore years, each student in the Richter Program is employed for ten weeks as an apprentice scholar working one-on-one with a faculty member. The students act as junior collaborators, joining the faculty members in their research. Through this work they develop the ability to do independent research in a particular field as well as an appreciation for its conceptual framework. During the summer, as the Richter Apprentice Scholars live and work together, participating in a weekly faculty-student colloquium in addition to their individual research, they become a community of peers that provides encouragement and support for each other's present and future intellectual and research endeavors, a group of apprentice scholars.

THE MAJOR

Students may choose a major from among eighteen departmental fields, or from among a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. Alternatively, they may propose an inter-departmental major of their own design. In all cases, students are expected to declare a major by the end of the sophomore year and to make significant progress toward the completion of that major during the junior year. For students matriculating as freshmen in the fall of 1994, every major will also include a culminating Senior Studies requirement, ordinarily a senior seminar or a senior thesis.

Students declaring a double major must complete course requirements in both major fields. Courses that may be counted for one major or the other, such Politics 345 or International Relations 345, may be counted for both majors in a double major upon petition and approval by the departmental chairperson of each field. An Education major may be pursued only in conjunction with another major.

The departmental and interdisciplinary majors are as follows:

American Studies
Area Studies
Art
Asian Studies
Biology
Business
Chemistry
Comparative Literature
Computer Science
Economics
Education
English
Environmental Studies
French
German
History
International Relations
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

INDEPENDENT SCHOLAR PROGRAM

An independent study experience is the primary component of the Independent Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program, in the junior and senior year, focusing on a particular topic or theme rather than on a single academic discipline.

Independent Scholars may have unique interdisciplinary majors or traditional ones (or a combination). Among the topics that Independent Scholars at Lake Forest have examined in recent years are political economy, sports management, broadcast journalism, ancient Mediterranean civilizations, graphic design, business theory and financial analysis, medieval studies, and lighting design for the theatre.

The Independent Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with students, beginning with presentation of their case for admission to the Program. Applications are accepted from second-semester sophomores or first-semester juniors.

The Independent Scholar Program is an honors program; all students must complete a senior thesis or project and an examination in the major. Not subject to the normal limitations for tutorials and research projects, Independent Scholars are encouraged to include extensive independent study in their major. They are expected as well to fulfill the ideals of a liberal arts education. Their program advisors do not need to be members of the Independent Scholar Committee.

COURSE-SEQUENCES AND CONCENTRATIONS

In addition to the interdisciplinary majors, the curriculum also includes a select group of interdisciplinary course-sequences and concentrations that constitute the equivalent of minor programs of study in those fields of inquiry. Each course-sequence or concentration is a number of related courses from different departments organized around a central topic. A student who develops an interest in one of these topics consults with the pertinent Advisory Committee in order to decide upon a suitable selection and sequence of recommended courses. Upon successful completion of the sequence or concentration, the student may have it recorded on his or her transcript. The available course-sequences and concentrations are as follows:

African-American Studies
Ancient Mediterranean Civilizations
French Civilization

Metropolitan Studies
Women's Studies

Additional details and listings of courses for each of these fields of inquiry are given below, under *Subjects of Instruction.*

INDEPENDENT STUDY

Independent study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of regular courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter.

A total of seven independent study credits, including internships, may count toward graduation. Students are expected to arrange each independent study program before the end of the previous semester. A written proposal signed by the relevant faculty member is submitted to the Dean of the Faculty for review. Proposal forms and detailed information may be obtained from the Registrar's Office.

There are four basic types of independent study, as follows.

Tutorial

A tutorial is a directed reading course on a special topic not covered in a regularly offered course. Students meet regularly with the faculty supervisor to discuss the readings and are normally assigned a number of short papers. Recent tutorials have dealt with such topics as women's spirituality, medical ethics, holography, international environemental concerns, and police interaction with gangs. Students may take one tutorial a year following the first semester of their freshmen year, for a total of four tutorials.

Research Project

A research project is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student. Students conduct scholarly research with a view to producing substantial work in the form of a term paper or report. Among projects undertaken in 1993-94 were studies involving The Role of Women in Japanese Companies, Pan-Africanism: Objectives and Results, Laboratory investigation of Mate Choice in Guppies and The Role of Religion in the 1960 Presidential Election. Juniors and seniors are eligible to undertake research projects. A maximum of four research project course credits is allowed toward graduation; no more than two in a semester and no more than three in a year.

Senior Thesis

A senior thesis is original scholarly research undertaken in the student's senior year, usually over two terms. The research culminates in a formal written dissertation and oral examination that is evaluated by a faculty committee. Outstanding theses are awarded Thesis Honors at graduation. (A list of the senior theses awarded Honors during the 1993-94 academic year is given in the section *Directories* of this catalog. These titles represent a broad spectrum of the liberal arts tradition and include major fields in the natural sciences, social sciences, and humanities, as well as interdisciplinary majors and topics chosen by Independent Scholars.) Senior theses

may be undertaken for one or two course credits; normally two course credits will not be awarded in the same semester.

Creative Project

A creative project is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative project credits are limited in the same way as tutorials; senior projects in studio art may be approved for a maximum of two course credits.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the advantages of conjoining the ideals of a liberal arts education with pre-professional and career preparation under appropriate circumstances. The College therefore offers its students a number of pre-professional opportunities, in addition to its well developed program of credited internships.

Cooperative Degree Programs

Many professional schools today recognize the importance of grounding even highly specialized professional training for specific careers in the liberal arts tradition. In this way students specializing in narrow fields can bring to their studies not only a fundamental knowledge of the subject but also a sense of broader ethical concerns and a flexibility of mind that the liberal arts college fosters. With these goals in mind, the School of Engineering of Washington University (St. Louis), the School of Social Service Administration of the University of Chicago, and Rush University (Chicago) have each set up cooperative degree programs with Lake Forest College. In these programs in engineering, social service, nursing, and medical technology, students spend their first two or three years of college studies at Lake Forest and then go on to their respective pre-professional schools for a further two years to complete training in their chosen fields.

3-2 PROGRAM IN ENGINEERING

Advisor: Mr. Donnally

Lake Forest cooperates with the Sever Institute of Technology, Washington University, St. Louis, in a program designed for students who plan to become professional engineers but who also desire to receive a rigorous liberal arts education. With an enhanced background in the social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to the Sever Institute of Technology, in the School of Engineering and Applied Science at Washington University, for the final two years of study. Admission to the final two years of the program is at the discretion of Washington University.

Students accepted into the Engineering 3-2 program are to complete an Approved Program Withdrawal form in the Dean of the College Office before leaving the Lake Forest campus to enter Washington University.

The student will receive a Bachelor of Arts degree from Lake Forest after earning a Bachelor of Science degree from Washington University. The Lake Forest College degree will be a B.A. with no major specified, unless all requirements for the major have been met at Lake Forest College.

The exact selection, combination, and sequence of courses to be taken at Lake Forest College, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. While at the College the student must register as a major in mathematics, computer science, or one of the natural sciences. The chairperson of the major department must certify that the student has completed at least three-fourths of the major requirements at the College.

The minimum requirements are a *B* average, with no transfer of credit for courses with grades lower than *C*, and a formal recommendation from Lake Forest College. For further details regarding requirements, options, and course work at Washington University, students should consult with the program advisor at Lake Forest College.

Early consultation with the program advisor is vital in order to formulate and undertake the most appropriate course schedule. The recommended core of courses includes the following:

Math 110, 111, 210, 214 (calculus and differential equations)
Chemistry 110, 111 or Chemistry 120, 125 (introductory chemistry)
Physics 120, 121 (general physics)
Computer Science 112 (computer programming)
Five courses in the humanities and social sciences, including two in one field, with at least one at the 300 or 400 level and no more than two courses in performing or studio art.

The remaining courses are to be drawn from the sciences, humanities, and social sciences at the discretion of the student and advisor.

2-2 PROGRAM IN NURSING

Advisor: Ms. Kateley

Lake Forest College and Rush University have established a cooperative four-year program leading to the Bachelor of Science degree in Nursing (B.S.N.) from Rush University. Students in this program spend the first two years at Lake Forest College, taking the prerequisite courses in the natural and behavioral sciences and then transfer to Rush as participants in the affiliated college program for the last two years of course work and clinical training in nursing. The selection, timing, and sequence of courses are planned in consultation with the student's advisor, but consultation with the College's program advisor is essential at the time of registration.

Students entering Lake Forest College with the intention of pursuing the Rush nursing program will need to begin fulfilling the requirements immediately in order to be prepared to continue at Rush after two years at the College. Admission to Rush as an affiliated-college-program student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, 2.5 for required behavioral science courses, and 2.0 for electives.

Only grades of *C* or better in required courses are accepted. Admission to the final two years of the program is at the discretion of Rush University.

Students accepted into the Nursing 2-2 program are to complete an Approved Program Withdrawal form in the Office of the Dean of the College before leaving the Lake Forest campus to enter Rush University.

During the last two years of the program at the Rush Medical Center in Chicago, students take a number of advanced courses in the natural and behavioral sciences. In addition, clinical experience of twelve to fifteen hours per week is required, in the areas of medical, psychiatric, community, surgical, pediatric, and obstetrical nursing. Upon completion of the four-year program, the graduate receives a Bachelor of Science in Nursing degree from Rush University and is eligible to take the examination to become a Registered Nurse, or to go on to graduate study in nursing.

The core requirements for the nursing program to be completed at Lake Forest College are as follows:

Biology 151 (Biology of Cells);
Biology 152 (Biology of Organisms)
Biology 320 (Microbiology);
Biology 340 (Animal Physiology)
Chemistry 110 and 111 (General Chemistry I and II) *or* Chemistry 120 (Principles of Chemistry)
Chemistry 220 (Organic Chemistry I);
Mathematics 150 (Introduction to Probability and Statistics)
Psychology 110 (Survey of Psychology)
Psychology 210 (Developmental Psychology: Childhood and Adolescence)
Two additional courses in Psychology or Sociology and Anthropology
English 100 (unless the College waives this requirement)
A tutorial in anatomy (to be arranged through the Biology Department)
Two electives from the humanities

2-2 PROGRAM IN MEDICAL TECHNOLOGY

Advisor: Ms. Kateley

Lake Forest College and Rush University offer a 2-2 program in Medical Technology enabling qualified Lake Forest students to be admitted at the end of the sophomore year to Rush University College of Health Sciences. Students then pursue the final two years of course work and laboratory work required in order to receive the Bachelor of Science degree in Medical Technology. Lake Forest students in the program take a core curriculum of courses in the natural sciences, along with an appropriate selection of courses from the humanities and social sciences.

Students desiring to complete the basic requirements successfully within two years must begin to do so in their first semester at the College. For freshmen in particular, consultation with the Lake Forest program advisor at the time of registration is essential. Admission to Rush as an affiliated-college-program student requires an overall grade point average (GPA) of 2.5 (based on a 4.0 scale). The GPA must be 2.5 for required natural science courses, and 2.0 for electives. Only grades of C or better in required courses are accepted. Admission to the final two years of the program is at the discretion of Rush University.

Students accepted into the Medical Technology 2-2 program are to complete an Approved Program Withdrawal form in the Office of the Dean of the College before leaving the Lake Forest campus to enter Rush University.

The minimum total number of courses to be taken at Lake Forest College is 15; this total includes a set of required courses, plus seven or eight electives. The basic course requirements for the first two years are as follows:

Biology 151 (Biology of Cells)
Biology 320 (Microbiology)
Chemistry 110 and 111 (General Chemistry I and II) *or*
Chemistry 120 (Principles of Chemistry)
Chemistry 125 (Analytical Chemistry)
Chemistry 220 (Organic Chemistry I)
Mathematics 150 (Introduction to Probability and Statistics)
One additional course in biology.

Suggested electives include courses in physiology, sociology, English, psychology, genetics, immunology, biochemistry, and physics.

3-2 PROGRAM IN SOCIAL SERVICE

Advisor: Ms. Wallace

The 3-2 program with the University of Chicago School of Social Service Administration provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, with the purpose of obtaining a Master of Arts degree in social service administration or counseling. The Bachelor of Arts degree from Lake Forest College is awarded after completion of the University of Chicago Master's degree requirements. The program offers two directions of study: one for students who wish to concentrate on counseling and the other for those who are primarily interested in social service administration. Admission to the University of Chicago is at the discretion of the University. Students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses, internships, and faculty evaluation.

Students accepted into the Social Service 3-2 program are to complete an Approved Program Withdrawal form in the Office of the Dean of the College before leaving the Lake Forest campus to enter the University of Chicago.

Students and prospective students interested in exploring social work as a career possibility should consult with the program advisor immediately. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years.

The program requires each participating student to complete 24 course credits (at least 20 taken at Lake Forest College) before going on to the University of Chicago. The following courses are recommended: in the social service track, eight courses in sociology and anthropology and six courses in psychology; and in the counseling track, eight in psychology and six in sociology and anthropology. The actual selection and distribution of courses is designed by the student and his or her advisor. Some internship experience is normally included in this course work. If a major in Sociology and Anthropology or Psychology is not completed at Lake Forest College, the LFC degree will be a B.A. with no major specified.

Education

Advisor: Ms. Fox

Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered. A major in Education is available only in conjunction with another major. Details are given below under Departmental majors in the section *Subjects of Instruction.*

Law

Advisor: Mr. Hull.

The pre-law advising program helps students decide whether a legal career is the best profession for them. Students receive close personal attention and advice, and meet regularly with members of the profession, The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; the basic four-year course of study is appropriate undergraduate training for future lawyers. A pre-law society visits area law schools, participates in regional and national mock trial tournaments, and engages in other activities related to the careers in law.

Medicine

Health Careers Advisory Committee: Mr. Faber, Ms. Fischer, Mr. Greenfield (Chairperson), Mr. Guglielmi, Mr. Muskat, Mr. Richardson, Mr. Zamer

Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field, provided that their course of study includes the necessary science courses to insure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. In addition to each student's chosen academic advisor, members of the Health Careers Advisory Committee are available to provide advice and information relevant for pre-medical, pre-dental, and pre-veterinary medical students. During the student's junior and senior years, the committee provides assistance with the professional school application process.

SPECIAL OFF-CAMPUS STUDY OPPORTUNITIES

Study opportunities in off-campus settings have enriched the curricular and extra-curricular options of Lake Forest students for many years. Those who have taken advantage of such opportunities invariably have gained new perspectives and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no farther than the City of Lake Forest. The College directly operates some of the programs described below. In most of the other programs the College is a sponsoring institution.

Off-Campus Study in the United States

Opportunities for off-campus study in the Chicago area and elsewhere in the U.S. are plentiful. Nearly half of all graduating students earn credit for an internship or practicum, through a well established program that takes advantage of the College's location near a great metropolis. The Associated Colleges of the Midwest, a consortium of fourteen distinguished liberal arts colleges to which Lake Forest College belongs, operates six domestic programs in the humanities, social sciences, and natural sciences, as well as a large number of study-abroad programs. The College cooperates with American University in offering a Washington Semester Program. And by means of Program Leaves and a special arrangement with nearby Barat College, Lake Forest students may enroll in courses at other academic institutions.

INTERNSHIPS AND PRACTICUMS

Internships taken for credit at Lake Forest College are off-campus learning experiences integrated into the academic program of students enrolled in a liberal arts curriculum. Although the specific nature of internship experiences will vary, the faculty intends that internships should clarify for students the relationship between traditional liberal arts study and the use or expansion of knowledge in non-academic settings. Students are eligible to apply for an internship following the completion of two years of coursework. Under the internship program, Lake Forest students work for academic credit in businesses, social and governmental agencies, and other institutions both in the Chicago area and elsewhere during either semester of the academic year and during the summer term. A description of the program, *Guidelines to Internships and Practicums*, is available from the Registrar's office.

Most internships and practicums have been developed under the auspices of the departments of Economics and Business, and Politics. The departments of Psychology, Sociology and Anthropology, Art, Mathematics and Computer Science, Biology, Chemistry, History, English, Philosophy, and Theatre have also participated significantly in the internship program. Students interested in pursuing an internship should contact the Departmental Internship Liaison of the pertinent department and the Director of College Internships to begin the application process. Each academic department may establish its own application deadline. In order to have a summer internship, a student must submit a preliminary application to the Director of College Internships not later than the Friday after spring recess.

Students may count up to three internship credits toward graduation, not including foreign internship credit. A maximum of two credits will be awarded for each internship and will count toward the maximum of fifteen credits allowed in any discipline. These courses are graded only on a Credit/D/Fail basis. In order to participate in an internship, a student must have a *C* average in all prerequisite courses and may not be on academic probation.

In recent years, students have worked and studied for the Chicago Historical Society, the Museum of Contemporary Art, the Chicago Board of Trade, Prudential Securities, the Department of Housing & Urban Development, Marriott Corporation, IBM, the City of Chicago, Great America, the Chicago Bears, the Governor's Office of Consumer Affairs, Second City Theatre, and the Art Institute of Chicago, among many other organizations.

PROGRAM LEAVES

A student may enroll during the fall or spring semester for one course at another institution while remaining registered for three courses at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed with a grade of *C-* or better in each course, and the credits are transferred to Lake Forest College, the student will be reimbursed for the per course cost of the tuition at the other institution up to the per course cost of tuition at Lake Forest College for the same period.

COOPERATION WITH BARAT COLLEGE

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. Both colleges are on the semester system, which facilitates cross-scheduling. Lake Forest students travel to Barat, one mile away, primarily for additional course work in the creative arts: dance, ceramics, and photography. Barat students register at Lake Forest primarily in the sciences: biology, chemistry, and physics. Barat College also offers lectures and cultural programs to which Lake Forest students are invited.

With advisor approval a full-time student at Lake Forest may, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted if the course is completed with a grade of *C-* or better. Such registrations are made at the Lake Forest Registrar's Office at the usual time of registration. Students are not normally allowed to take courses at Barat which are offered at the College or courses numbered below 100. *For the purposes of graduation requirements, academic probation, and academic suspension, Barat courses count as transfer credit and do not count toward the grade point average.*

Coursework at Barat College for which a full-time student registers will be considered as part of the total Lake Forest College course load and will be billed in accordance with the statements under the section *Tuition and Expenses.*

COOPERATION WITH AMERICAN UNIVERSITY: THE WASHINGTON SEMESTER PROGRAM
Advisor: Mr. P. Fischer

This program for qualified second semester sophomore, junior, and senior students is offered in cooperation with American University in Washington, D.C. The semester program provides an opportunity to take advantage of Washington's many resources--working with and learning from the nation's policy makers. Washington Semester students can earn a full semester of credit by participating in an internship, writing a research paper or taking an evening elective course, and attending a seminar in one of eight areas: American government, public law, foreign policy, economic policy, justice, journalism, peace and conflict resolution, or art and architecture. Internship placements are with the Congress, Executive Branch agencies, print or broadcast media, interest groups, think tanks, or museums and galleries. Students have seminars with government officials and political party leaders, and attend sessions of Congress, committee hearings, and meetings.

This program is intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because much of the work

takes place outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations which demand that they work on their own initiative. The minimum grade point average is 2.5 for students desiring to apply. Students on academic probation are usually ineligible.

Applications must first be submitted to the Lake Forest College ACM/Consortium Committee which may approve up to three students in any given year. Students on financial aid must apply to that same committee for approval of a consortium agreement with American University. *The application deadline is February 1, 1995. For purposes of graduation requirements, academic probation, and academic suspension, The Washington Semester Program counts as transfer credit and does not count toward the grade point average.*

ACM PROGRAMS IN THE UNITED STATES

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of fourteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the off-campus study opportunities available to their students in the United States. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations which demand that they work on their own initiative. Students on academic probation or judicial citation normally are ineligible.

Applications must first be submitted to the Lake Forest College ACM/Consortium Committee for an initial selection process. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College Committee reserves the right to limit their availability in order to maintain the integrity of the latter. *The deadline for all programs is February 1, 1995. Applications will not be accepted after that date. For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.*

CHICAGO SEMESTER IN THE ARTS

Advisor: Ms. Levin

The Chicago Semester in the Arts program provides an intensive exposure to the dynamic arts scene of a major American city. In addition to attending a range of cultural events, students interact with Chicago's artists through an interdisciplinary core course, a special topic seminar, and an internship. The internship can be with a theatre, dance company, gallery, orchestra, publishing firm, arts service organization, or individual artist. Not limited to arts majors, the program benefits all students with a serious interest in the arts. Length of program: September-December, or February-May. Enrollment: 30 students in the fall; 20 students in the spring. Eligibility: Juniors, seniors, and advanced sophomores. Credit: Four course credits. *Application deadline: February 1, 1995.*

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES

Advisor: Mr. Mallette

One of America's great research libraries provides the setting and resources for this program. Students attend seminars, meet with resident scholars, and conduct their own research on selected topics, using the Newberry Library's outstanding collections. In addition to the semester long fall seminar, students may enroll in one month seminars on selected topics during the winter and spring. Students may also pursue independent study under the direction of faculty members from their own colleges. This is a GLCA/ACM program. Length of program: September-December (fall seminar) for four course credits; January-May (month long seminars) for 1 credit per month; variable periods (independent study and tutorials for variable credit). Enrollment: 25 students (fall seminar), 8-15 students (short term seminars). Eligibility: Juniors, seniors, exceptionally qualified sophomores. *Application deadline: February 1, 1995.*

OAK RIDGE SCIENCE SEMESTER

Advisor: Mr. Glassman (in the natural or social sciences)

The Oak Ridge Science Semester is designed to allow qualified undergraduates to study and conduct research at the frontiers of current knowledge in a prestigious and challenging scientific environment. As members of a research team, participants engage in long range intensive investigations utilizing the facilities of the Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. The majority of the student's time is spent in research with a mentor/advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to innovations in their major field and related disciplines. In addition, each student chooses one elective course from among a variety of advanced academic courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. This is a GLCA/ACM program. Length of program: September-December. Enrollment: 20-30 students. Eligibility: Upperclass majors in biology, chemistry, geology, physics, mathematics, or social sciences. Credit: Four course credits. Application deadline: February 1, 1995.

URBAN EDUCATION

Advisor: Ms. Fox

The Urban Education program offers student teaching internships, a summer program leading to certification in bilingual education or ESL, and one month courses in December and January on cultural awareness and language teaching in elementary schools. All courses provide intensive field experience supervised by master teachers. The program supports student teachers through a series of resource workshops, seminars, discussion groups, and individual coaching. Emphasis is placed on developing each student's strengths and on expanding his or her repertoire of teaching strategies.

Because of its location in Chicago, the program allows students to experience a rich variety of instructional settings; students can choose placements in inner city, suburban, traditional, innovational, bilingual, and special education. One goal of the program is to expose all students to the diversity of Chicago's ethnic communities.

The January and December course, "Dimensions of Multiculture," explores the meaning of cultural identification and its impact on children's learning. The course serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures. "Teaching Foreign Languages in Elementary School" (FLES), which is also offered in January, examines the materials, techniques, and psychological basis for teaching a new language to children in grades K-6. The "Dimensions" course, FLES, and internships with the Chicago program can be combined with home campus course work in teaching methods for certification in bilingual education. Other students not enrolled in this special program also complete the process of teacher certification by combining course work on their home campus with student teaching in Chicago.

Program graduates are particularly well qualified to address some of the serious educational issues in urban schools. Length of Program: Fall or spring semester; fall, winter, spring, or summer term; interim or block length option. Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching. Credit: Variable. Application deadline: February 1, 1995.

URBAN STUDIES

Advisor: Mr. Dye

The social, cultural, and economic forces that shape American cities--urban renewal, political machines, pollution, welfare, the daily press, high culture and mass culture, the corporate elite--are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago. The integrated academic and experiential program includes seminars on urban issues, a core course focusing on current problems, and a supervised internship. All of these help students gain a valuable understanding of the city and a clearer sense of their own values and goals. Length of program: September-December, or February-May. Enrollment: 80 students (fall); 70 students (spring). Eligibility: Sophomores, juniors, seniors. Credit: Four course credits. Application deadline: February 1, 1995.

WILDERNESS FIELD STATION PROGRAM

Advisor: Mr. Weik

The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Courses in ecology, vertebrate zoology, field biology, ornithology, behavioral zoology, and behavioral ecology of mammals are offered during the two month long summer sessions, along with field biology and other electives for non-science majors plus an independent study option. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging, and camping. The base camp's laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Length of program: June-July, July-August, or both. Enrollment: 24-32 students per session. Eligibility: One college level biology course or its equivalent is required for all courses except Field Biology and non-science

electives, which have no prerequisites. Credit: One course credit per session. Application deadline: February 1, 1995.

Study Abroad

Lake Forest College believes deeply in the value of study abroad, and many of its students pursue such study, especially during the junior year.

The College has several study-abroad programs of its own. The oldest of these permits students to spend half a semester in Greece and Turkey, after a period of study on campus. The success of our domestic internship program coupled with an awareness of the shortage of United States citizens possessing fluency in a foreign language and an understanding of other cultures and international cultures, led to the establishment of Lake Forest College International Internship/Study Abroad Programs in Paris, France and in Santiago, Chile. The College also offers a Marine Biology program in the Bahamas in alternate years.

The Associated Colleges of the Midwest, a consortium of fourteen distinguished liberal arts colleges to which Lake Forest College belongs, operates a rich array of study-abroad programs on four continents for which Lake Forest students are eligible to be considered.

With prior permission of the Academic Appeals Board, students may also receive academic credit for study abroad programs sponsored by other accredited institutions. See *Approved Program Withdrawal* in the *Academic Regulations*, below. The Coordinator of Study Abroad, Ms. Sinclair, makes available to students information about high quality non-Lake Forest programs, and students interested in study abroad should consult her no later than the beginning of the spring term of the year preceding their proposed study.

Although most students go abroad for a single semester, a student may petition the Academic Appeals Board for permission to spend an entire junior year abroad. The Board may grant such an appeal when the proposed program provides significant enhancement of the student's academic program and meets each of the following conditions: (1) it must be consistent with a liberal arts education; (2) it must provide academic opportunities clearly unavailable at the College; and (3) there must be good reason for thinking that the educational benefits will be significantly enhanced by a two-semester duration. Application must be made by no later than the beginning of the spring term of the year preceding their proposed study.

Upon approval by the Committee on Off-Campus Programs, Lake Forest College enters into a limited number of consortium agreements with selected institutions in order to make it possible for students on financial aid to retain their aid while studying off-campus. Students are urged to review "Procedures and Guidelines for Students Applying for an International Study Consortium Agreement," which is available upon consultation with Ms. Sinclair. Students are required to have higher health insurance levels while studying abroad than the College's base insurance plan, including evacuation and repatriation coverage. A plan is available through the College. *The application deadline is February 1, 1995. For the purposes of graduation requirements, academic probation, and academic suspension, credits received through Lake Forest College approved consortium agreements count as transfer credit and do not count toward the grade point average.*

Study Abroad programs meet the General Education Cultural Diversity requirement.

LAKE FOREST COLLEGE PROGRAMS ABROAD

Programs offered by Lake Forest College are planned and directed by members of the College faculty. Each program runs one semester and credit is awarded by the College.

A student becomes a participant in one these programs upon acceptance by the department or supervisory committee pertinent to the particular program, and with the concurrence of the Dean of the Faculty. Principal considerations used in determining admissibility to a program include evidence of academic motivation and promise of satisfactory academic work; usually an average of *B-* or better; reason to believe that the student will benefit from the program; and the applicant's major interest and reason given for wanting to join the program. Students on academic probation or judicial citation normally are ineligible.

Each applicant must present the following documents:

- completed application form, including parental signature and waiver
- medical report
- letters of recommendation from members of the teaching faculty who are familiar with the academic work of the applicant
- letter of reference from the Dean, Associate Dean, or Assistant Dean of the College.

All parts of the application are due by the deadline indicated on the form. Forms for parental signature, waiver, and medical report may be obtained from the program director or from a member of the appropriate supervisory committee. No applicant will be accepted into a program until all of the conditions are met. Completed applications will be evaluated as they come in; decisions on late application will therefore be made last.

If the group of applicants is larger than the number who can be admitted, preference will be given to majors and upperclassmen. Freshmen and last-term seniors are ineligible. (Exceptions must be approved by the Academic Appeals Board.)

Students accepted into a Lake Forest College off-campus program may be required to confirm their acceptance by making a non-refundable deposit.

Cost of participating in a program includes:

- tuition at the regular Lake Forest College rate
- travel to and from the location of the program
- excursion fee for field trips when applicable
- lodging and meals
- books and incidental expenses, including individual travel.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN PARIS, FRANCE

Advisors: Mr. Garneau, Ms. Hahn, Ms. Sinclair (Chairperson)

The Paris Program aims to provide the student with in-depth exposure to French society and culture through a combination of work experience and classroom instruction. The program is scheduled for the fall semester each year. Students must be at the junior or senior level, demonstrate French language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a *B-* average (GPA). The fifteen week program is comprised of three parts: (1) a two course credit internship in a for-profit or nonprofit organization or government agency (in areas such as management, marketing, finance, advertising, museology, education, personnel, public relations, government, or research); (2) a one course credit study of French language; and (3) a one course credit seminar in French society and culture. To enhance their exposure to another culture and develop fluency in French, students will normally live in French homes.

Careful advance planning is crucial. Interested students should consult Ms. Hahn or Mr. Garneau, who can provide application forms. Students should also discuss their interest in the program with their academic advisors.

INTERNATIONAL INTERNSHIP/STUDY ABROAD PROGRAM IN SANTIAGO, CHILE

Advisors: Mr. Speros (Chairperson), Ms. Faber, Mr. George, Mr. Nazmi

Similar in design to the former Madrid Internship/Study Program, the newly established program in Santiago, Chile, to begin in the fall of 1994, aims to provide the student with in-depth exposure to Chilean society and culture through a combination of instruction at a local university and work experience. The program is scheduled for the fall semester with classes being offered for LFC students at the Pontificia Universidad Católica (PUC) de Chile in Santiago. Students must be at the junior or senior level, demonstrate Spanish language proficiency, and have a solid academic background in their major field(s). Students are normally expected to have a B- average (GPA). The fifteen-week program is comprised of three parts, two at PUC, (1) a one-course credit study of Spanish language and (2) a one-course credit on Chile in the Twentieth Century; part (3) is a two-course credit internship in a profit or non-profit organization. Internship opportunities for qualified applicants are available in computer science, banking, marketing, education, journalism, management of technology (from theoretical training to industrial application), and team study and research in psychology, sociology, and anthropology. Additional opportunities are sought when students' preparation and interests so warrant. To enhance their exposure to another culture and to develop fluency in Spanish, students will normally live with Chilean families.

Students who would like to apply, should see Mr. Speros or Ms. Faber for application forms. Likewise, students should discuss their interest in participating in the program with their advisors. Careful planning is crucial.

PROGRAM IN GREECE AND TURKEY

Advisory Committee: Mr. Lombardi (Chairperson), Mr. Georges, Mr. Mac Lean

Since 1970 the College has offered an interdisciplinary humanities program in Greece and Aegean Turkey designed to provide sophomore and junior students, regardless of major, with an opportunity to live and study in a foreign culture.

The Program in Greece and Turkey incorporates three sequential four week courses that use historical and archaeological sites and museums as classrooms to study the ancient Aegean world from the Minoan to the Byzantine periods: AMC 202 (March), "Greece in the Bronze Age," involves travel to Mycenaean sites on mainland Greece and to Minoan sites on the islands of Crete and Santorini; AMC 203 (April), "Greece in the Classical Roman Ages," combines study in Athens, Delphi, Olympia, Corinth, Epidaurus, the island of Delos, and the Ionian coast of Turkey; AMC 204 (May), "Greece in the Byzantine Medieval Ages," involves travel to Turkey (Ephesus, Istanbul), northern Greece (Thessaloniki), central Greece (Osios Loukas, Daphni, Meteora, Athens), and the Peloponnese (Nauplion, Mistra, Monomvasia). The Spring 1995 director will be Mr. Lombardi, assisted by faculty resident in Greece.

Credit may be gained in Art (art history) or Sociology and Anthropology for any two or three of these courses. Credit is also available in History by arrangement. For a normal spring semester four course load, a student may take two courses during the January-February first half-semester on campus and any two of the courses in Greece, or a student may take all three courses in Greece plus one course on campus during the January-February first half-semester. For a five course load (at 1/2 course additional tuition), a student may combine two courses on campus with all three courses in Greece. Courses available on campus during January-February include AMC 201, described below, and independent studies offered in several departments.

Prerequisite: AMC 201 (offered in Spring 1995 first half semester), or equivalent courses in the combination of art history and ancient history or classical literature. Students are normally expected to have a *B-* average (GPA). For further information consult Mr. Lombardi.

Interested students are encouraged to submit an application form by May 1 so that it can be considered in an early review. *The final deadline for application is October 31.* Applications forms are available from Mr. Lombardi.

MARINE BIOLOGY

The Biology Department offers a Marine Biology program (Biology 382) during the spring semester that includes a visit to a tropical marine biology station. The program consists of two components: (1) during the regular semester, students attend regular class and laboratory meetings on campus; (2) at the end of the semester, students spend two weeks (normally, the two weeks following commencement) off campus at the Bahamian Field Station, San Salvador, Bahamas. Prerequisite: Biology 152 and 251. Credit: One course credit.

ACM PROGRAMS ABROAD

Lake Forest College is a member of the Associated Colleges of the Midwest (ACM), a consortium of fourteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, St. Olaf, and the College of the University of Chicago. By working together these colleges have greatly expanded the study abroad opportunities available to their students. Most Lake Forest students who participate in these programs do so during their junior year.

These programs are intended to enhance the collegiate experience and should make sense in terms of students' overall educational objectives. Because most are conducted outside the traditional classroom format, applicants must demonstrate an ability to perform consistently and responsibly in situations which demand that they work on their own initiative. Students on academic probation and/or judicial citation are usually ineligible.

Applications must first be submitted to the Lake Forest College Committee on Off-Campus Programs. If approved at this stage, they will be forwarded to ACM for consideration. Since these programs are intended to complement on-campus programs, the College Committee reserves the right to limit their availability in order to maintain the integrity of the latter. Funding restrictions also apply. *The deadline for all programs is February 1, 1995.* Applications will not normally be accepted after that date. *For purposes of graduation requirements, academic probation, and academic suspension, ACM credit counts as Lake Forest College credit.*

ARTS OF LONDON AND FLORENCE PROGRAM

Advisor: Ms. Pudles

The Arts of London and Florence program (winter/spring only) offers a cultural comparison of two Renaissance cities. Art, architecture, and theatre are studied in their historical and political context. Course work in art, architecture, drama, Italian language, and history or literature is supplemented by visits to museums, galleries, and the theatre, as well as short field trips to other areas of England and Italy and discussions with local scholars. Students spend eight weeks in each city. Length of program: February-May. Enrollment: 40 students (20 begin in London, 20 in Florence). Eligibility: sophomores, and juniors. Credit: Four course credits. For a five course load (at 1/2 course additional tuition) a student may enroll in a program of intensive Italian language instruction in Florence during January. *Application deadline: February 1, 1995.*

CHINESE STUDIES

Advisors: Mr. Hull

The Chinese Studies program offers an academic year of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism, and governmental agencies operating throughout East Asia. Enrolled at the Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the university, students live in dormitories with Chinese roommates. This is an ACM/GLCA program. Opportunities for study in Mainland China for students with one to two years of Chinese are also available and offered by the Council on International Educational Exchange, of which ACM is a member. Length of program: September-April. Eligibility: juniors and seniors with a 3.0 GPA or above. Credit: Four course credits per semester. *Application deadline: February 1, 1995.*

CZECH PROGRAM
Advisor: Ms. Gayle
Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe in its variations and uncertainties. With much of its ancient architecture intact and a topography of dramatic, contrasting beauty, the country offers tremendous opportunities to learn. The program is based at Palacký University in Olomouc, the historic capital of Moravia. It includes intensive language training and course work, field trips, and housing with Czech students in university dormitories. Courses cover Czech history, contemporary socio-political issues, environmental concerns, and Czech literature and culture. An ACM/GLCA program. Length of program: August-December. Enrollment: 25 students. Eligibility: Juniors, seniors. Credit: Four course credits. *Application deadline: February 1, 1995.*

FLORENCE PROGRAM
Advisor: Ms. Pudles
The Florence program offers students of art, history, Romance languages, and the humanities an opportunity for intensive study of Renaissance painting, sculpture, architecture, and literature. Students' study of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing a broad perspective n Italian contributions to world civilization. A studio art course is also offered. Course work is supplemented by visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by each student living in an Italian home exposing them to modern Italian life. Length of program: September-December. Enrollment: 25-30 students. Eligibility: junior and senior majors in art, history, modern languages, or humanities. Prior Italian language study is highly recommended. Credit: Four course credits. *Application deadline: February 1, 1995.*

INDIA STUDIES
Advisor: Ms. Benton
The Indian subcontinent, home to almost one sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intense ten week orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Pune living with Indian families. Both traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students are enrolled in the Tilak Maharashtra Vidyapeeth, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available: music and dance recitals, field trips to nearby cultural sites such as caves, and religious festivals. Length of program: March-December. Enrollment: 15-20 students. Eligibility: Any currently enrolled student may apply, though priority is given to those who will be sophomores or juniors at the time of the orientation term. Credit: Eight course credits. *Application deadline: February 1, 1995.*

JAPAN STUDY
Advisor: Mr. Carnes
Students spend the academic year at Waseda University's International Division in Tokyo after a summer orientation, including intensive language study in a mountain village setting. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a rural stay lets students experience another type of Japanese life. This is a GLCA/ACM program. Length of program: August-June. Eligibility: Sophomores, juniors, with a 3.0 GPA or above. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure. Credit: Eight course credits for full year. *Application deadline: February 1,1995.*

STUDIES IN LATIN AMERICAN CULTURE AND SOCIETY
Advisor: Mr. Paulson
Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, politics, and cultural change provides insights which are reinforced by group field trips and a two week period of individual field work in rural areas. Language study is stressed as the key to in-depth understanding of the culture. In San José and its environs, students live with families both to improve their language ability and to enjoy continuous, personal involvement in the life of a Latin American community. Length of program: September-December. Enrollment: 25-30 students. Eligibility: Sophomores, juniors, seniors, with at least one year of college level Spanish (two years strongly recommended). Credit: four course credits. *Application deadline: February 1, 1995.*

RUSSIA SEMESTER
Advisor: Ms. Gayle
The enormous political, social, and economic changes taking place in Russia provide a fascinating environment for this program, which combines intensive study of the Russian language with an introductory course focused on Russian society. Exposure to contemporary Russian life is featured in course work, field trips, individual projects, and travel. The program is based at Kuban State University in Krasnodar, a regional center of 700,000 people in the south of Russia; the city's relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found in programs in Russia. Most students live with Russian families, though students may also live in university dormitories. An ACM/GLCA program. Length of program: September-December. Enrollment: 25-30 students. Eligibility: Juniors and seniors with intermediate level Russian language proficiency. Credit: four course credits. *Application deadline: February 1, 1995.*

TROPICAL FIELD RESEARCH PROGRAM
Advisor: Mr. Paulson

The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, and sociology. Students prepare for their research work during a month long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty advisor. Length of program: February-May. Enrollment: 20-25 students. Eligibility: sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least one year of college level Spanish. Credit: Four course credits. *Application deadline: February 1, 1995.*

ZIMBABWE PROGRAM
Advisor: Ms. Talhami

The ACM Zimbabwe Program offers students the opportunity to study the challenges of nation-building faced by independent Zimbabwe. This interdisciplinary program, offered each spring, is particularly suited to students with an interest in development issues in Southern Africa. Courses in Shona language, cultural identity, and political and economic development are offered in Harare under the guidance of an ACM faculty director and University of Zimbabwe faculty. All students will do an independent field project under the direction of program faculty or University staff, and students may also elect an optional May term focusing on an internship, language study, or an individual research project. Students live with families in Harare. Length of program: January-April. For a five course load (at 1/2 course additional tuition) a student may enroll in an optional May term. Enrollment: 18 to 24 students. Eligibility: Advanced sophomores, juniors, seniors. Credit: Four course credits. *Application deadline: February 1, 1995.*

SUMMER SESSION
Director: Mr. Dlabay

The Lake Forest College Summer Session is open to college students, advanced high school students, and community residents. Nearly all courses are taught by regular Lake Forest College faculty. Two summer school terms are offered beginning in mid-May. Schedules and registration forms for the course offerings may be obtained in the Registrar's Office.

All students must complete a Summer Session application and registration form and make deposit for each course for which they register. Currently enrolled students must obtain an advisor's signature on their registration form. Community residents or students enrolled at other institutions may apply to the Summer Session by

completing a Summer Session application, making the required deposit, and sending an official transcript or letter of good standing from a current academic institution. Advanced high school students must complete a Summer Session application, make the required deposit, and arrange for their high school counselor to submit a letter confirming that the applicant is capable of college-level course work. Admission to the Summer Session does not constitute admission to the regular program at the College.

Independent study during the summer is restricted to internships. In order to have a summer internship, a student must submit a preliminary application to the Director of College Internships no later than the Friday following spring recess. Other independent studies (e.g., tutorials or research projects) may be approved in exceptional cases, but only if it can be demonstrated that a student's academic program makes that work a necessity. Such requests are to be submitted to the Dean of the Faculty before the end of the spring semester.

COMMUNITY EDUCATION FOR ADULTS
Director: Ms. Gayle

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Community Education Program. Regular course offerings of the College are open to members of the community for credit and many may be audited. In addition, the College welcomes adults from the community onto its campus for the many stimulating lectures, plays, discussions, and concerts that are part of the rich cultural environment provided for students.

The College provides special academic counseling for adult students. Individuals who meet the established admission requirements may take courses for college credit in individually tailored programs on a part-time or full-time basis. In order to receive a Lake Forest College degree, students must take their last eight courses as regularly enrolled students, but college courses taken before formal admission can be counted toward the degree.

For more information regarding tuition, registration, schedules, etc., call or visit the Community Education Office (735-5083, Young Hall 222).

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Rosemary E. Cowler (Director): *Professor of English*
Carol Gayle (Associate Director): *Lecturer in History*

1994-95 TEACHING FACULTY
Rosemary E. Cowler, *Professor of English*
David L. Krantz, *Professor of Psychology*
Charles A. Miller, *Professor of Politics*
**Philip E. Simmons, *Assistant Professor of English*
Arthur Zilversmit, *Professor of History*

The Graduate Program in Liberal Studies program is designed for those who have completed a bachelor's degree and who want to enhance their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. Interdisciplinary in nature, graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible, if it ever was, to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from various fields, is the task of lifelong learning. The program leads to a Master of Liberal Studies (M/LS) degree.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the different disciplines rather than on acquiring specialized knowledge in one of them. Students in the program are also required to undertake a master's project, again of an integrative, multidisciplinary nature. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate programs in liberal studies have appealed to people in business who are moving into upper management roles and see the need for a broad, liberal arts program to help them deal with some of the larger issues they face in the corporate world. Teachers and librarians have enrolled in graduate liberal studies programs as an alternative to further graduate work in education or a single academic discipline; they find that the broad concerns of this interdisciplinary master's program more closely meet their needs. A third group of students choose this program as an alternative to a self-directed program of reading or to participation in a series of unrelated adult education courses. The program provides a carefully organized, coherent approach to further learning in association with other adults with mutual concerns and interest.

**Hotchkiss Leave of Absence, Fall Semester 1994.

Graduation Requirements for the Master of Liberal Studies

Ten units are required for the M/LS degree: three interdisciplinary seminars, five electives, a colloquium, and a master's project. Candidates must earn a grade of *B* or higher in all elective courses to have them count toward the degree. A grade of *C* is considered passing in the interdisciplinary seminars, but a student must have an overall average of *B* or higher in order to obtain the master's degree. A full-time course load for graduate students at Lake Forest College is four courses per year, but M/LS students are not required to take any minimum number of courses per year to remain in the program; part-time students are welcome. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, many graduate students take one course per semester. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The core of the program is three interdisciplinary seminars centering on the three broad divisions of the curriculum: the humanities, the physical sciences, and the social sciences. The seminars meet once a week for a fourteen week term and carry four hours of graduate credit. Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. If the seminar is closed or if admission is in the summer session when no interdisciplinary seminar is offered, a student may, with the permission of the M/LS Committee, begin the program with an elective course, but no student will be granted admission to candidacy until an interdisciplinary seminar is successfully completed. The following interdisciplinary seminars have been offered; additional topics are added to the curriculum regularly.

510 Darwin: His Impact on His World and Ours
The scientific and social scientific concepts of evolution; the world view that Darwinism replaced; the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; the new socio-biology, the genetic and cultural-evolutionary determination of human behavior. (Not offered in 1994-95.)

512 The Whole and the Sum of the Parts
In what ways does it contribute to our understanding of reality to break up systems into their smallest units? Does the pursuit of the atom provide the only way of understanding the real nature of matter and living things? How has atomic theory changed since the time of Lucretius? What are the relative advantages of understanding people by looking at them as individuals (psychology) or as parts of groups (sociology and social psychology)? In politics, what are the relative advantages and disadvantages of an atomistic as opposed to an organic view of

society? How does the individualistic, romantic tradition in literature differ from the classical tradition? (Not offered in 1994-95.)

514 Public Policy and the Environment
An examination of the complex relationship created by the need to reconcile environmental with other social goals such as economic growth and the development of energy resources; the historical background of current environmental issues; alternative energy policies and their implications; population growth and the environment. (Not offered in 1994-95.)

516 The Idea of Law
The concept of law is a crucial one in both the physical and the social sciences. Is the word used the same way in the natural and social sciences? Has the concept of law changed over the years? How does *natural* law differ from *positive* law? In what ways has the philosophical basis of law changed? How does literature enlarge our understanding of law in these several senses? (Not offered in 1994-95.)

518 Intellectual Revolutions of the Turn of the Century: Psychology, Physics, the Arts
In the unsettled period just before and after 1900 a number of intellectuals developed radically new ways of thinking about the natural world, society, and human nature and artistic vision. These amounted to a series of profound intellectual revolutions, ones that worked their way down into the general consciousness in the years after World War I. Against the background of the intellectual malaise of the 1890's, we will examine the contributions of some major thinkers who have had decisive influence on our world view, including Freud, Einstein, Joseph Conrad and Thomas Mann, and art critics who helped create the new sensibility of modernism. (Not offered in 1994-95.)

520 The Mind and the Brain
Can our understanding of human thought and creativity be enlarged through study of the brain? What is the relationship between the brain and human mental processes and emotions? Does the analogy of the brain and the computer help us to understand human thought and mental illness? The seminar will explore what philosophers, novelists, psychologists and religious thinkers have said about the basic problems of establishing the links between the brain and the infinite complexities of human thought, emotions and creativity. (Not offered in 1994-95.)

522 The Eighteenth Century: The Evolution of a New World View
The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging world view of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to older values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. (Not offered in 1994-95.)

524 Ways of Knowing
Spring *Mr. Krantz (Psychology)*
Mr. Simmons (English), Mr. Zilversmit (History)
We know many different things but we also know in many different ways. The poet and the biologist know trees in distinctive manners. What is the basis for scientific knowledge? How can we know the past? What kinds of knowledge are the province of literature and the arts? The seminar will explore several of the different ways in which we know, concentrating on the scientific, the historical, and the literary.

526 Living in the Nuclear Age
Ever since the explosion of an atomic bomb destroyed Hiroshima, we have been aware that we live in a dangerous age. Issues of war and peace now force us to contemplate the possible destruction of the earth as we know it. This seminar will examine not only the issues of war and peace in the light of nuclear technology, but also the ways in which the peaceful use of nuclear energy allows us to solve old problems while, at the same time, it poses new problems. (Not offered in 1994-95.)

528 Food: A World Problem in Perspective
Food is basic to human survival and it has been the subject of human study for all of recorded history. Today it is one of the most important issues facing us. We will look at the subject from the standpoint of history and anthropology (What has been the role of food in various cultures?); biology (What are the implications of genetics for our ability to continue feeding ourselves and what has been the impact of new technologies on our attempts to raise more crops?); politics (How have we dealt with food as a public policy issue?); and the arts (How have these questions been examined in art and literature?). (Not offered in 1994-95.)

530 War and Peace: Conflict and Human Nature
War is as old as human history but it is no older than the profound desire for peace--a duality in human nature that has intrigued writers, philosophers, historians, artists and psychologists. Readings in literature and history will provide us, then, with important insights into these complicated and contradictory attitudes toward war, in important texts ranging from Homer to the present. We will examine the psychology of aggression and the question of whether there is a biological basis for warlike behavior by considering the claim of some sociologists that human aggression and altruism can be understood through a study of the evolution of the species. (Not offered in 1994-95.)

532 Gender in Nature and Society
An exploration of gender in nature and as a socially and culturally constructed category. What are the origins of gender? What are the biological bases for differences between males and females? How does evolution shape gender/sex roles in animal societies? What are the social and cultural bases for differences between males and females? How does gender affect the roles that men and women play in the social and economic world? How, if at all, have gender roles changed in the process of historical development? How does culture construct gender and in what

ways can literature and art illuminate aspects of gender? Are there gender-based ways of knowing? (Not offered in 1994-95.)

534 Race, Racism, and Slavery

Racial differences have been an important subject of controversy throughout history. We will look at this explosive topic from an interdisciplinary perspective in an effort to understand racial differences and the ways in which people have reacted to these differences. Among the topics we will deal with are: What is the genetic basis for racial differences? To what extent are racial characteristics biologically determined? What is the relationship of *IQ* to race? How did the experience of slavery shape American attitudes toward race? In what ways was the North American system of slavery different from other slave systems? What has been the legacy of slavery in the United States and in Latin America? What is the psychological basis of racism? How has our political and judicial system dealt with race and racism? What has been the result of our efforts to desegregate housing and education? Has desegregation increased racial tensions? In what ways can literature help us to understand the impact of race and racism? (Not offered in 1994-95.)

536 Meetings: East and West

Fall *Ms. Cowler (English), Mr. C. Miller (Politics)*

Encounters between cultures play a significant role in world affairs, but they are nothing new. Using important exchanges between the East (represented by China and Japan) and the West (Europe and the United States), this seminar will examine how cultures form perceptions of each other and how the perceptions, once formed, determine the meanings of the encounters. Among the encounters: Marco Polo's China; Christianity in the East (Matteo Ricci in China, missionaries to Japan); Europe's understanding of Confucianism and the development, in the arts, of *Chinoiserie* (eighteenth century) and *Japonisme* (nineteenth century); the Transcendentalists and the Orient; the adaptation of western political institutions in Meiji Japan; China's "century of humiliation" by both the West and Japan (1840s-1940s); interactions between East and West since World War II.

Electives

Candidates for the M/LS degree are required to take five elective courses. These courses, chosen from the regular Lake Forest College curriculum in consultation with a faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interest. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory-level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in preparation for an upper level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work is to be defined by the instructor according to guidelines established by the M/LS Committee. It is expected that this work will be a research paper or investigation on an additional topic; in either case, emphasis should be on the

relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a *B* or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of up to two graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of *B* or higher and which fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer.

With the approval of the M/LS Committee, students may substitute an additional M/LS seminar or an independent study project for an elective course. Ordinarily, however, a student must take a minimum of three courses from the regular Lake Forest College curriculum in order to meet the requirements of the M/LS degree. The combination of transfer courses, additional M/LS seminars, and independent study projects that are accepted as substitutes for the five elective courses normally cannot total more than two.

Colloquium or Independent Study

In the term before undertaking the master's project, the student will be asked to enroll in a colloquium with other graduate students preparing to work on their projects, or in an individual independent study focusing more directly on the proposed project. A major purpose of the colloquium is to acquaint students with the kinds of interdisciplinary work that they can regard as models for their own work and to provide guidance in selecting an appropriate topic for the master's project. For those students with topics already in hand, the independent study is an opportunity to develop their ideas under the supervision of knowledgeable faculty members. In either case, by the end of the term the student submits a formal project proposal, including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required before the student may register for the master's project.

The Master's Project

The master's project is an independent interdisciplinary report. Its purpose is to demonstrate the student's ability to read widely and intelligently in a number of different disciplines, to integrate this interdisciplinary material and to draw independent conclusions. It is a capstone for the program, demonstrating that the graduate has become skilled in interdisciplinary thinking and is prepared to continue reading intelligently and independently in a number of fields. In this sense the project will demonstrate that the graduate is ready to continue a program of lifelong learning.

In contrast to a conventional master's thesis, the project must be broad and interdisciplinary. Therefore, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. Areas that lend themselves to these kinds of projects are interdisciplinary fields such as American Studies, Environmental Studies, International Affairs, Women's Studies, and topics such as art and society, childhood in cross-cultural perspective, science and politics, and social deviance. A student may choose to view the aging process in historical and cross-cultural perspective, drawing on readings from psychology,

sociology, history, and literature. Another student might choose to examine the role of race in American society, using readings from psychology, sociology, history, and literature. A third student may choose to examine changing American attitudes toward nature, using art, literature, history, and biology.

The student will meet regularly with a member of the faculty who will serve as the project advisor. It is expected that as a rule, the project will be completed within one year and in any event by the end of the semester that begins a year after the student first registers for the project. If the final project is not completed in the allotted time, the student will be given a grade of *PR*. The student may, however, re-register (and pay tuition) for the final project. In that case, the earlier grade of *PR* will be removed from the transcript after successful completion of the project. However, the grade of *PR* will automatically turn into a grade of *F* if the final project is not completed within three years after the student first registers for the project.

When the project is completed, the M/LS Committee will appoint an examining committee broadly representative of the disciplines that bear upon the topic. At least two members of the examining committee will be from the M/LS Committee and at least one will be from the faculty at large. The members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the project be accepted or rejected, or that the student do additional work to bring the report to an acceptable level.

GRADUATE TUITION AND EXPENSES

Application Fee	$ 15
Tuition per Course	$1,995

REFUND POLICY (based upon number of class sessions attended)

Classes attended	Refund percentage
One session	85%
Two sessions	70%
Three sessions	60%
Four sessions	50%
Five sessions	40%
Six sessions	30%
Seven sessions	-0-

AFRICAN AMERICAN STUDIES

Advisors: Ms. Harmon (Chairperson), Ms. Hahn, Mr. C. Miller.

This interdisciplinary concentration, undertaken in conjunction with a regular major, allows students to study the national and the international aspects of the African American experience. Students must complete four courses and an appropriate interdisciplinary research project that is approved by the advisory committee. In addition to the traditional disciplines of literature, history, and politics, the focus of this project may also include the areas of biology, economics, philosophy, psychology or sociology. Students who complete the requirements of this concentration may, upon approval of the advisory committee, have this fact recorded on their transcripts. The courses are:

Freshman Studies 117 (Africa and the Colonial Legacy)
English 216 (African American Literature I)
English 217 (African American Literature II)
History 255 (Topics in African American History: African American Autobiography)
Music 227 (History of Jazz)
Politics 212 (Politics of the Third World)
Politics 214 (Politics of South Africa)
Politics 223 (Urban and Suburban Politics)
Politics 318-1 (Women of the Third World)
Sociology and Anthropology 114 (Chicago Sociology)

AMERICAN STUDIES

Mr. C. Miller, Mr. Zilversmit (Chairperson).

American Studies, the oldest interdisciplinary major in American higher education, examines the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a command of the history, literature, and political institutions of the United States and chooses, according to his or her interest, additional studies among the allied fields of art, music, philosophy, religion, sociology, and economics. The aim of the program is not merely for the student to collect course offerings related to the United States from various departments, but to be able to synthesize the American experience. Twelve courses are required for the major; seven of them consist of the following:

A course from the 200-level series in American Studies (e.g., the 1890's, the 1930's, the 1960's, Nature in American Life, Mark Twain and His Era, The Jewish Experience in America, Regions of America)
History 365 (American Thought)
American Studies 480 (The senior seminar)
One course in American politics
One course in American history other than American Thought
One course in American literature

One course in American art or music

The remaining five courses are selected by the student with the approval of the advisor from among those courses taught at the College which have an American emphasis, including independent studies and a Senior Thesis where appropriate.

219 Introduction to American Studies: The Era of World War I
Spring *Mr. Goluboff and Mr. C. Miller*
It was during the Great War in Europe (1914-1918) that the United States entered world affairs as a "great power". The causes and consequences of this entry will be studied through politics (the Progressive Movement and the administrations of Woodrow Wilson), social changes (urbanization, immigration, the women's movement), philosophy (John Dewey, Randolph Bourne, Alain Locke) and the arts (The Armory Show; Dos Passos, Fitzgerald, Hemingway, Wharton; Cummings, Eliot, Lindsay, Millay, Williams).

ANCIENT MEDITERRANEAN CIVILIZATIONS

Advisors: Mr. Lombardi (Chairperson), Mr. Georges, Mr. MacLean

This interdisciplinary concentration, undertaken in conjunction with a regular major, focuses on the ancient Near Eastern, Greek and Roman cultures that are the roots of our western heritage.

In addition to the courses in Ancient Mediterranean Civilizations described below, the following courses currently offered by various departments of the College are relevant to the concentration:

Art 210 (Ancient Art)
English 215 (Myth and Literature)
English 210 (Masterpieces of Ancient and Medieval Literature)
History 210 (Ancient Greece)
History 211 (Roman History)
History 304 (Greek and Roman Religion)
Philosophy 299 (History of Philosophy: Ancient Greece)
Religion 201 (Introduction to the Bible)

A student completing six course credits in the concentration from at least four disciplines (counting Ancient Mediterranean Civilizations as a discipline) has the option, with the approval of a faculty supervisory committee, of having the fact recorded on his or her transcript. The committee also assists students wishing to consider an Independent Scholar Program including studies in Ancient Mediterranean Civilizations. Under the rubric of Ancient Mediterranean Civilizations, four courses are offered that deal with different aspects of Ancient Greek Civilization. Three of these (Ancient Mediterranean Civilization 202, 203, and 204) are offered in Greece and Turkey.

201 Ancient Greece: Life, Thought and the Arts
Spring (January-February) *Mr. Georges, Mr. Lombardi*
(7 1/2 week intensive course) *Mr. Mac Lean*
An interdisciplinary introduction to the legacy of ancient Greece from the Homeric Age through the Classical Period. Class discussion of selections from Greek poets, playwrights, historians and philosophers, integrated with slide lectures examining the art and archaeological remains in historical context. Since this course runs for 7 1/2 weeks during the first half of the spring semester, the periods during which withdrawals are permitted and refunds are given, are each half of the corresponding periods for 15-week courses. A student may take no more than three course credits in other courses while enrolled in this class. (Cross-listed as Comparative Literature 205.)

202-204 Courses in Greece and Turkey
Spring (March-May) *Mr. Lombardi, Staff*
These courses provide on-site study of the cultures of the Aegean world from the Minoan through the Byzantine period as understood through ancient sites and museum artifacts examined within the geographic setting.

Students normally will enroll for two or three of the courses as the second half of their spring semester. Students may combine these courses with AMC 201 and/or an independent study during January-February.

AMC 202, 203 and 204 are taught on an interdisciplinary basis and are cross-listed in Art and Sociology and Anthropology. Students may allocate their course credits among these departments, with a limit of two course credits within any one department; credit in Sociology and Anthropology is contingent on prior completion of S&A 110 or equivalent introductory course. Credit in History may be given by special arrangement.

To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records (normally *B-* or better) and references, and have completed AMC 201 or at least two courses in the combination of art history and ancient history or classical literature.

202 Greece in the Bronze Age
Spring (March) *Mr. Lombardi, Staff*
The Minoan and Mycenaean cultures studied through archaeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Nauplion, alternated with periods of group travel-study at Minoan sites on Crete, Santorini and Mycenaean sites in the Argolid and elsewhere. (Cross-listed as Art 202 and S&A 202.)

203 Greece and Turkey in the Classical Era
Spring (April) *Mr. Lombardi, Staff*
Periods of study in Athens, Delphi, Corinth and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods in the Peloponnese and central Greece, on the islands of Delos and Kos, and on the Ionian coast of Turkey. (Cross-listed as Art 203 and S&A 203.)

204 Greece and Turkey in the Byzantine Age
Spring (May) *Mr. Lombardi, Staff*
Periods of study in central Greece (Osios Loukas, Daphni, Meteora, Athens) the Peloponnese (Nauplion, Mistra, Monomvasia), northern Greece (Philippi, Thessaloniki), and Turkey (Ephesus, Istanbul). (Cross-listed as Art 204 and S&A 204.)

AREA STUDIES

Ms. Gayle (Chairperson), Mr. George, Ms. Talhami

The Area Studies major offers the opportunity for close study of a region or country outside the United States--for example, Africa, Central Europe, Latin America, the Middle East, or Russia and the countries of the former Soviet Union. The interdisciplinary approach allows the student to achieve a rich understanding of a society by study of its history, politics, economy, and culture. Students are attracted to the major by intellectual curiosity about other nations as well as by vocational interests, such as careers in the foreign service, overseas business, international organizations, teaching, and governmental or para-governmental agencies concerned with ecology, health, population, or foreign trade. Because of the wide range of possible concentrations within the major, each student works out an individual study plan. The study plan must include examination of the following aspects of the chosen area: history, social structure, economy, political system, and culture. Where instruction in the language appropriate to the area is offered on campus, proficiency in that language is required. Each major is required either to write a senior thesis or to complete an approved program of study abroad in the region of specialization. All concentrations within the major require a minimum of ten course credits, and some require more. Some of these credits may be independent study (tutorials and research projects, including the senior thesis), or may be language courses at the intermediate level or above (beginning with third-semester college-level courses). Study abroad opportunities include LFC foreign programs and programs of the Associated Colleges of the Midwest. Students are encouraged to consult with members of the committee regarding appropriate study plans, courses, and foreign programs.

Examples of possible Area Studies concentrations:

AFRICAN STUDIES combining courses in politics, economics, history, literature, sociology and anthropology, and religion.

EUROPEAN STUDIES combining work in a language (e.g., French, German, Spanish) with courses in history, politics, literature, art, economics, or philosophy.

LATIN AMERICAN STUDIES combining courses in Spanish or Portuguese with courses in economics, foreign civilization, literature, politics and sociology and anthropology.

MIDDLE EASTERN STUDIES combining courses in politics, economics, and religion with history and sociology and anthropology.

RUSSIAN AND EAST EUROPEAN STUDIES combining courses in history, politics, economics, literature.

ART

Professor Michael B. Croydon (Chairperson): *Drawing. Sculpture. Painting. Elements of Design.*
Assistant Professor Douglas Mac Lean: *Ancient, Medieval and Early Renaissance Art History.*
Associate Professor Lynne Pudles: *Nineteenth, Twentieth Century and American Art History.*
Lecturer Steven Jones: *Painting. Drawing.*
Lecturer Arthur Lazar: *Creative Photography.*
Lecturer Colleen McNally: *Elements of Design.*
Staff: *Renaissance through Eighteenth Century Art History.*

From prehistoric times until the present day, men and women throughout the world have created pictorial images, have carved and modeled, and have endeavored to make their habitations pleasing to the eye as well as comfortable. Such activities have been a mark and a measure of civilization. For this reason it is important within the context of a liberal education not only to gain some knowledge of what artists have done in the past and are doing now, but, further than that, by the actual making of art to enrich one's understanding of the creative process of the artist. The Department of Art addresses itself to both these concerns.

Art History is a humanistic discipline. The course work in Art History concerns itself with those things theoretical, historical, critical, and aesthetic, which should add to any individual's capacity to comprehend and appreciate the visual arts. While the courses are designed to introduce students to the scholarly procedures of the art historian--procedures that form an essential groundwork for any further advanced study in the field--they are also aimed at those students who wish to enlarge their knowledge and understanding of art, but are innocent of professional ambitions in the discipline.

The courses in Studio Art offered in the department have a similar dual purpose. They are designed to provide basic and also more advanced experiences of the actual procedures involved in making works of art of various sorts. The courses should be useful to those who plan to go on to become professional artists but also to those who merely seek to enlarge their cultural experience and human potential.

It must be stressed that all art courses taught at Lake Forest College are taught within the framework of a liberal arts education: students majoring in Art History or Studio Art must ensure that they seek breadth in the courses they elect outside the Art Department. They should also seek out courses that nurture those they take within the department. That would seem to suggest particular study in areas such as history, aesthetics, literature, and psychology. Further to that, it must be emphasized that students who have professional ambitions must realize that they should study foreign languages.

Students may major in the department in one of two ways. They may major in Art History by taking courses in that area with a minimum of one required course in Studio Art, or they may choose to take a combination of courses in Studio Art and Art History with the emphasis on the former area. The two possible tracks are designated Art History and Studio Art respectively.

ART HISTORY TRACK

1. Art 110 (Introduction to the Visual Arts) is a prerequisite for all other courses in Art History, and thus is the first course which students choosing the Art History track must take. The more advanced courses in Art History deal with the main periods and styles of Western Art, with American Art, and with a variety of more specialized concerns of the art historian.

2. The history of Western Art from ancient times until the present day is covered in a sequence of courses: Art 210, 211, 212, 213, 214, 215, 216, 217, and 218. In addition to Art 110, majors in Art History must take at least five courses from this sequence. In order to achieve the minimum of eight courses required for the major, students may choose either further courses from this sequence or any other upper level courses in Art History.

3. The department offers a number of Special Studies courses at the 300 level. All students majoring in Art History are required to take one of these 300 level Special Studies courses or alternatively Art 480 Seminar. Further, in addition to the minimum of eight required courses in Art History, majors must take Art 130 (Elements of Design).

STUDIO ART TRACK

1. Art 130 (Elements of Design) is a prerequisite for most other courses in Studio Art and is thus the recommended first course for students choosing the Studio Art track within the major.

2. All majors in this track must take the following courses: Art 110, 130, 131, and 218.

3. In addition, students must take four more studio art courses (or three more studio art courses plus a senior project if invited).

4. One art history course from the following sequence is also required: Art 210, 211, 212, 213, 214, 215, 216, or 217.

5. In the senior year, Studio Art majors may undertake a senior project in drawing, painting, or sculpture which will carry two credits and will be spread over two semesters.

A complete study program for students majoring in art, rather than Art History, will be worked out in consultation with a faculty advisor from the department. Because of the progressive nature of the discipline, this should be done as early as possible in the freshman or sophomore year; and it is important that students take a course in either painting or sculpture before the end of the junior year.

In conclusion, it must be stressed that Art 110 is a prerequisite for all other Art History courses. Art 130 is a prerequisite for other courses in studio art except for Art 131 (Drawing), and Art 132 (Creative Photography).

110 Introduction to the Visual Arts
Fall, Spring *Mr. Croydon, Mr. Mac Lean, Ms. Pudles, Staff*
An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in Art History and required of all majors.

130 Studio Art: Elements of Design
Fall, Spring *Mr. Croydon, Ms. McNally*
Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 Studio Art: Drawing
Fall, Spring *Mr. Jones*
Principles and practice of drawing, with emphasis on drawing from the model.

132 Studio Art: Creative Photography
Spring *Mr. Lazar*
An introductory course in the techniques and esthetics of photography, dealing with the fundamentals of camera and darkroom procedures and the study of the expressive possibilities of the medium.

202 Greece in the Bronze Age
Spring (March) *Mr. Lombardi, Staff*
See the department of Ancient Mediterranean Civilizations for course description. Offered only in Greece. (Cross-listed as AMC 202 and S&A 202)

203 Greece and Turkey in the Classical Era
Spring (April) *Mr. Lombardi, Staff*
See the department of Ancient Mediterranean Civilizations for course description. Offered only in Greece And Turkey. (Cross-listed as AMC 203 and S&A 203)

204 Greece and Turkey in the Byzantine Ages
Spring (May) *Mr. Lombardi, Staff*
See the department of Ancient Mediterranean Civilizations for course description. Offered only in Greece And Turkey. (Cross-listed as AMC 204 and S&A 204)

210 Ancient Art
Fall *Mr. Mac Lean*
Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 Medieval Art
Spring *Mr. Mac Lean*
Art of the Early Christian, Byzantine, and Medieval periods.

212 Italian Art of the Early Renaissance
Spring *Mr. Mac Lean*
Painting and sculpture in Italy from the late thirteenth through the fifteenth century.

213 Northern European Art of the Renaissance Period
Spring *Staff*
Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the fourteenth through the sixteenth century.

214 Italian Art of the Sixteenth Century
Spring *Staff*
Painting and sculpture of the High Renaissance and Mannerist artists in Rome, Florence, and Venice.

215 Seventeenth Century Art
Fall *Staff*
Painting and sculpture in Europe in the seventeenth century.

216 Eighteenth and Early Nineteenth Century Art
Fall *Staff*
Painting and sculpture in Europe in the eighteenth and early nineteenth centuries, from Watteau to Goya.

217 Nineteenth Century Art
Spring *Ms. Pudles*
Painting, sculpture, and graphics in Europe during the nineteenth century.

218 Twentieth Century Art
Fall *Ms. Pudles*
Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

219 American Art
Spring *Ms. Pudles*
The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

222 Introduction to Asian Art
Fall *Ms. Lawton*
A survey of Chinese and Japanese art from Prehistoric times until the 1920s. (Meets Gen. Ed. Cultural Diversity Requirement)

230 Studio Art: Painting
Fall *Mr. Jones*
Advanced creative projects using various painting media.

231 Studio Art: Drawing
Fall, Spring *Mr. Croydon, Mr. Jones*
Further study from the model.

233 Studio Art: Sculpture
Fall, Spring *Mr. Croydon*
An introduction to fired clay sculpture and the principles and practice of oxidation firing.

330 Studio Art: Painting
Fall *Mr. Jones*
Advanced projects in painting.

331 Studio Art: Drawing
Fall, Spring *Mr. Croydon, Mr. Jones*
Advanced study from the model.

333 Studio Art: Sculpture
Fall, Spring *Mr. Croydon*
Advanced projects in fired clay sculpture.

356 Special Studies: The Post-Impressionists
Spring *Ms. Pudles*
This seminar will focus on the major figures of the Post-Impressionist era, Cezanne, Seurat, Gauguin, and Van Gogh, as well as their followers and the movements associated with them. Prerequisite: Art 110 and one upper level art history course, preferably Art 217.

358 Special Studies: Symbolism and Decadence
Fall *Ms. Pudles*
This course will focus on European art and literature of the 1880's and 1890's and the first decade of the twentieth century, a period that has become identified with the art and literary movements of Symbolism, Decadence, and Art Nouveau. Prerequisite: Art 110 and one upper level art history course, preferably Art 217.

359 Special Studies: Gauguin and His Circle
Paul Gauguin was one of the most important and influential artists at the end of the nineteenth century. This seminar will deal with his work and that of his followers, the Pont-Aven School and the Nabis. Special attention will be paid to the development of Synthetism, its relationship to modernism, and its influence on subsequent art. Prerequisite: Art 110 and, if possible, Art 217. (Not offered in 1994-95.)

370 Special Studies: Irish and Anglo-Saxon Art
Fall *Mr. Mac Lean*
The illuminated manuscripts, sculpture, jewelry and ecclesiastical treasures of the Celtic Britons, Anglo-Saxons, Irish and the Picts, from the Age of Arthur to the Viking Age, including the Book of Kells, the Ruthwell Cross and the Ardagh Chalice. Prerequisite: Art 110 and one upper-level art history course, preferably Art 210 or Art 211.

480 Seminar: Means and Methods of Art Historians
Spring *Mr. Mac Lean*
An exploration of some of the principal methods used by art historians in their investigation of the visual arts, including historiography, style and connoisseurship, iconography and iconology, social history and other means of interpretation.

492 Senior Project in Studio Art
Fall, Spring *Mr. Croydon*
This is required of selected students majoring in Studio Art during the senior year. This project is designed and carried out under faculty supervision and consists of advanced and intensive work in one of the visual arts. A Senior Project carries a maximum of two course credits, and should be carried out over two consecutive semesters.

Art Courses Offered Less Frequently (Not offered in 1994-95.)
220 History of Architecture
Evolution of architectural style and thought from antiquity to the present.

221 Media and Materials
The evolution and use of different media, materials, and techniques by the sculptor, painter, printmaker, and draftsman in the course of history.

355 Special Studies: The Impressionists
The Impressionist Movement in France dealt with in detail and on an advanced level. Prerequisite: Art 217 or permission of the instructor.

357 Special Studies: Twentieth Century Architecture
Twentieth Century architecture from the Prairie School through Post-Modernism. Prerequisite: Art 220 or permission of instructor.

480 Seminar: Illuminated Manuscripts
The art of painting in handwritten books, with possible topics ranging from papyrus scrolls in ancient Egypt to manuscripts of the fifteenth century in Europe. Students in the seminar will take part in field trips to various institutions in the Chicago area.

ASIAN STUDIES

Mr. Carnes, Ms. Benton, Mr. Hull (Chairperson), Mr. Speros

The major in Asian Studies offers the student a particularly valuable insight into one of the most dynamic and increasingly important areas of the world. The interested student can find within the major a wide-ranging palette of courses dealing with Asia from a variety of perspectives. The Asian Studies major is an interdisciplinary major centering on the language, history, politics and culture of Asian nations. The major consists of individually tailored study plans, with a minimum of twelve courses taken from the curriculum in Asian Studies. These twelve include a set of required core courses.

CORE COURSES
History 200 (Origins of East Asia)
History 201 (East Asian Civilizations since 1800)
CL 226/Religion 222 (Classics of Asian Thought: Indian and Islamic Traditions)
Philosophy 275/Religion 223 (Asian Thought: China and Japan)
Japanese 210, 212 (Intermediate Japanese or intermediate level in another appropriate language)

ELECTIVES FOR THE MAJOR six courses are to be chosen from the following list of courses approved for an Asian Studies major. At least three electives must be at the 300 level or higher.
Art 222 (Introduction to Asian Art)
CL 211/Lit.in Translation 205/Japanese 205 (Modern Japanese Prose in Translation)
CL 225/Lit.in Translation 225 (Introduction to Japanese Folklore)
Economics 211 (Comparative Economic Systems)
Economics 470 (Economic Development in the Third World)
History 286 (Modern Japan)
History 307 (Seminar: Nationalism in 20th Century East Asia)
Japanese 220/222 (Conversational Japanese--or comparable level in another appropriate language)
Japanese 310/312 (Advanced Japanese--or comparable level in another appropriate language)
Japanese 320 (Japanese Religion and Culture)
Philosophy 110-4 (Introduction to Philosophy: Asian Thought)
Philosophy 305 (Comparative Philosophy: East and West)
Philosophy 410 (Major Philosophers--when appropriate subject is offered)
Philosophy 420 (Topics in Philosophy--when appropriate subject is offered)
Politics 211 (Communist Systems in Crisis and Change)
Politics 215 (East Asian Politics)
Politics 241 (America at War)
Religion 217 (Religions of Asia)
Religion 221/CL 220 (Indian Religious Tradition through Story Literature)
Religion 301 (Special Topics in Religion: Indian Culture and Religion)

Courses satisfying the twelve course minimum can be from any discipline. Those currently listed are from the areas of art, language, history, politics, economics, religion, philosophy, and literature including folklore, comparative literature and literature in translation. With the approval of an Asian Studies advisor, independent study (e.g. tutorials, independent research and the like) may be counted toward the twelve courses necessary to complete the major.

As proficiency in the language of the target area is considered to be virtually essential for effective study within any given concentration in Asian Studies, study in that language is required. Lake Forest College presently offers a full course of instruction in Japanese, from the beginning through advanced levels. In those areas for which appropriate language instruction is not offered at the College, every attempt to acquire proficiency in the target language is strongly encouraged. The student might well be able to acquire proficiency through participation in the consortial programs of the ACM that involve study in the area of special interest; other possibilities may be pursued with the advice of members of the committee. The College recognizes the great value of programs such as the ACM and related programs for study abroad. ACM currently has programs in Japan, India, and Hong Kong.

BIOLOGY

Professor David W. Towle: *Cell Biology. Molecular Biology. Physiology of Marine Animals.*

Associate Professor Kenneth L. Weik (Chairperson): *Botany. Phycology. Electron Microscopy. Marine Biology.*

Assistant Professor Anne E. Houde: *Behavioral Ecology and Evolution of Vertebrates.*

Assistant Professor Charles R. Paulson: *Developmental Biology. Endocrinology. Cell Biology. Invertebrate Biology.*

Assistant Professor William E. Zamer: *Animal Physiology. Physiological Ecology. Marine Biology.*

Lecturer Ann B. Maine: *Biochemistry. Molecular Genetics.*

Lecturer Margaret D. Mikus: *Microbiology. Molecular Biology.*

Lecturer Lynn C. Westley: *Physiological Ecology in Plants.*

The Department of Biology offers a broad background in the primary areas of modern biology, while encouraging in depth study in specific areas. A foundation of core courses--cells, organisms, populations and ecology, and genetics--prepares the major for advanced courses in the areas of molecular and cell biology, organismal biology, and ecology and evolution. Advanced work and seminars encourage intensity in a specialized aspect of biology. Molecular and cellular studies of organisms in relation to their environment provide a central theme for much of the department's teaching and research activities. The department is thus strong in both laboratory and field components of biology.

Biology majors are invited to become involved in research early in their undergraduate careers, beginning with investigative, open-ended laboratories in the core courses. Advanced students are encouraged to participate in summer and academic year research with faculty mentors. Summer research opportunities are also available for Richter Scholars. Faculty-student research is presently supported by College funds and by grants from the National Science Foundation, including a Research at Undergraduate Institutions grant, Research Experiences for Undergraduates supplements, and a Presidential Young Investigator award. Research activities in Biology are enhanced with the Dixon Science Research Center. The Center has six spacious laboratories available for faculty-student research.

In course work and research, majors become familiar with modern instrumentation, including DNA and protein electrophoresis equipment, ultracentrifuges and preparative centrifuges, computer-controlled UV-visible and fluorescence spectrophotometers, a liquid scintillation counter, transmission and scanning electron microscopes, as well as extensive equipment for field studies.

The department's microcomputer inventory consisting of PC-based MS-DOS computers and laser printers plays an important part in laboratory instruction and faculty-student research. Additional computer support is available in the College's networked microcomputer laboratory located in the Johnson Science Center adjacent to the Department of Biology.

The department maintains an active seminar program hosting six to eight guest speakers each semester. Seminar topics range from research to careers in biology.

In addition to the biology major, the department offers courses designed to acquaint the non-science major with the salient features of biology as they relate to broader concerns. For 1994-95, non-major courses include Biology of Dinosaurs (Freshman Studies course) Human Genetics, Global Issues in Biology, and Principles of Biology.

The minimum requirement for a major in biology is eight courses.
Requirements of the major include the following:

1. The biology core, preferably taken in sequence (151 Biology of Cells, 152 Biology of Organisms, 251 Biology of Populations and Ecosystems, 252 Genetics)

2. Three courses at the 300 level chosen from at least two areas:
   Cellular and Molecular Biology: 320 (Microbiology), 322 (Molecular Biology), 326 (Cell Ultrastructure)
   Organismal Biology: 340 (Animal Physiology), 342 (Developmental Biology) 362 (Biology of Green Plants)
   Ecology and Evolution: 344 (Animal Behavior), 382 (Marine Biology), 383 (Freshwater Ecology), 389 (Evolution)

3. One advanced course at the 400 level.

4. One year of college chemistry.

Students who entered the College prior to August 1990 should consult the 1989-90 Bulletin for major requirements. Students planning on applying to graduate or medical schools should consider scheduling courses in organic chemistry, physics, and calculus.

Concentrations within the major are possible in several fields. For example, students interested in cell and molecular biology are encouraged to select the following courses in addition to the biology core: 320 Microbiology, 322 Molecular Biology, 340 Animal Physiology or 342 Developmental Biology, plus an appropriate 400-level course or seminar. In addition, 326 Cell Ultrastructure, organic chemistry and biochemistry are recommended. Students interested in ecology and evolution should select the following courses: 340 Animal Physiology or 362 Biology of Green Plants, 344 Animal Behavior, 382 Marine Biology, 383 Freshwater Ecology, 389 Evolution, plus an appropriate 400-level course or seminar. Credit may also be earned toward the major by participation in the ACM field biology programs in Costa Rica and northern Minnesota described elsewhere in this bulletin.

The department elects outstanding students to Beta Beta Beta and to the Society of Sigma Xi, national honorary societies in undergraduate biology and scientific research respectively.

110 Principles of Biology
Fall *Mr. Zamer*
Three major topics: biology of AIDS; biology of amphibians; and coral reefs and rain forests, will be used to illustrate principles of modem biology. Areas of study will include function of immune systems, specificity of cell signals, molecular genetics and biotechnology, gas exchange between organism and environment, locomotion, population growth, chemical ecology, declining species diversity, forms of symbiosis,

energy and materials, cycling. Modern methods in experimentation, and ideas about interpretation of scientific data will be discussed. Three classes per week. (For non-biology majors).

114 Biology of Dinosaurs
Fall *Mr. Paulson*
Dinosaur research has undergone a revolution in the last decade. We grew up with images of the dinosaur as slow, dimwitted, cold-blooded beasts that were maladaptive in every way. Now a new generation of scientists has exploded this view with evidence that many dinosaur species were probably warm-blooded, intelligent, social animals that cared for their young and traveled in herds. This paradigm shift is largely the product of the application of modern biology to the evidence of prehistory. In studying dinosaurs, we will have the opportunity to see the interactions of a wide range of disciplines: geology, geography, cosmology, physics, chemistry, and (in a broad sense) history itself. Most of the emphasis will be on biology. As we investigate the hot new topics in dinosaur research, we will be learning and applying a lot of basic biological principles: Evolutionary biology, physiology, anatomy, animal behavior, ecology, and developmental biology. (Cross-listed as Freshman Studies 114. For non-biology majors.)

151 Biology of Cells
Fall *Mr. Towle*
An examination of cells as the fundamental units of life. The topics to be covered will include: the structure and function of the cell and its parts; energy relationships at the cellular level; and an introduction to the nature and organization of the genetic material. Laboratory will be an open-ended investigative approach to biological research methods. Three lectures and one laboratory per week. (Biology Core Course. Meets Gen. Ed. Natural Science Requirement)

152 Biology of Organisms
Spring *Mr. Zamer*
A discussion of the organization and function of multicellular organisms; the ways in which plants and animals carry out the processes necessary for life. Among the topics discussed will be: water relations; nutrient procurement; coordination systems, including plant and animal hormones; movement and orientation; and reproductive patterns. Three lectures and one laboratory per week. Prerequisite: Biology 151. (Biology Core Course. Meets Gen. Ed. Freshman Writing Requirement)

181 Environmental Biology
The relationship between plants and animals and their environment. A consideration of the major biological communities of the world and the effects of human activity. Laboratory will consist of field trips to local biological communities including lakes, bogs, prairies, and forests. (For non-biology majors. Not offered in 1994-95.)

184 Human Genetics
Spring *Ms. Mikus*
An introduction to the inheritance of human characteristics. The nature of the gene, structure and function of chromosomes, developmental genetics, and the relationship between genes and human disease. (For non-biology majors.)

188 Introduction to Evolution
An introduction to evolutionary theory, with emphasis on the works of Darwin, the historical and scientific context surrounding his work, the modern evidence for evolution, and human evolution. (For non-biology majors. Not offered in 1994-95.)

190 Global Issues in Biology
Spring *Ms. Westley*
The course will examine the biological aspects of topics such as air and water pollution, acid rain, nuclear energy, global warming, overpopulation, endangered species, biodiversity, and deforestation. Three classes per week. (For non-biology majors.)

251 Biology of Populations and Ecosystems
Fall *Ms. Houde*
A discussion of the processes of life at the population, community and ecosystem levels. Topics will include evolution and adaptation, ecological patterns and processes in communities and the functioning of ecosystems. Applications to conservation and environmental problems will be considered. Three lectures and one laboratory per week. Prerequisite: Biology 152. (Biology Core Course.)

252 Genetics
Spring *Mr. Paulson*
The fundamentals of genetic analysis and basic hereditary processes. Structure and function of the gene, regulation of gene expression, and population genetics and evolution. Three lectures and one laboratory per week. Prerequisite: Biology 251 and Chemistry 111 or 125 which may be taken concurrently. (Biology Core Course.)

320 Microbiology
A survey of microbiology, including medical microbiology, food microbiology, immunology, virology, and microbial parasitology, with emphasis on topics of medical interest. Three lectures and one laboratory per week. Prerequisite: Biology 151, and Chemistry 111 or 125. (Not offered in 1994-95.)

322 Molecular Biology
Spring *Mr. Towle*
The structure and function of nucleic acids in procaryotic and eucaryotic cells: DNA replication, transcription, translation, and regulation. Laboratories will emphasize the application of current molecular techniques to an open-ended research problem. Three lectures and one laboratory per week. Prerequisite: Biology 151 and 252, and Chemistry 111 or 125.

326 Cell Ultrastructure
An introduction to the ultrastructure of typical plant and animal cells and tissues, employing the techniques of transmission electron microscopy. Three lectures and one laboratory per week. Prerequisite: Biology 151. (Not offered in 1994-95.)

340 Animal Physiology
Fall *Mr. Zamer*
The function of cells and organs in vertebrates and invertebrates, with particular emphasis on integration and response to environmental stimuli. Three lectures and one laboratory per week. Prerequisite: Biology 151 and 152.

342 Developmental Biology
Fall *Mr. Paulson*
The processes of embryological development in a variety of organisms, stressing common themes as well as species-specific features. Genetic regulation, pattern formation, morphological movements, and the interaction with environmental factors are some of the topics to be considered. Three lectures and one laboratory per week. Prerequisite: Biology 152 and 252.

344 Animal Behavior
A study of current ideas about the biological basis and evolution of animal behavior. Topics will include: behavior as response to stimuli, genetic basis of behavior, adaptive and optimal behavior patterns, mating systems and reproductive behavior, and evolution of altruism and helping behavior. Three lectures and one laboratory per week. Prerequisite: Biology 251. (Not offered in 1994-95.)

362 Biology of Green Plants
Fall *Mr. Weik*
Anatomy and physiology of primary producers: photosynthesis, metabolism, nutrition, water relations, reproduction, growth regulation, photomorphogenesis, pollination and coevolution. Three lectures and one laboratory per week. Prerequisite: Biology 151 and 152, Chemistry 111 or 125.

382 Marine Biology
Spring *Mr. Weik*
The biology and ecology of marine organisms including physical oceanography. This course includes a two week off-campus field component at the Bahamas Field Station in San Salvador, Bahamas (nominally, May 12-25). Three lectures and one laboratory per week. Application, extra fee. Prerequisite: Biology 152 and 251.

383 Freshwater Ecology
The study of aquatic ecosystems with emphasis on relationships between the physical and biological characteristics of freshwater lakes, ponds, streams, bogs, marshes, etc., and associated wetlands. Laboratory exercises will emphasize field study of aquatic environments in northeastern Illinois. Three lectures and one laboratory per week. Prerequisite: Biology 251, and Chemistry 111 or 125. (Not offered in 1994-95.)

389 Evolution
Spring *Ms. Houde*
The mechanisms of evolutionary change ranging from microevolutionary processes in populations to macroevolutionary patterns over geological time. Three lectures and one laboratory per week. Prerequisite: Biology 151 and 251.

486 Seminar: Immunity, the Battle Within
Fall *Ms. Mikus*
An examination of the immune system with emphasis on recent discoveries. Topics will include the normal interactions of cellular and antibody-mediated immune components, the role of the immune system in allergies, cancer, AIDS and other disorders, and use of monoclonal antibodies, vaccines and immunotoxins in research and therapy. Students and the instructor will present and discuss recent papers on specific topics. Prerequisites: One advanced biology course beyond the biology core, or permission of the instructor. Two 90 minute meetings per week.

487 Seminar: Nutrition and Metabolism
Spring *Mr. Zamer*
An examination of nutritional requirements for normal metabolism in humans, and nutritional causes of disorders such as cancers and cardiovascular diseases. Topics will include biochemical and physiological bases of essential nutrients, recent research on antioxidant nutrients and their roles in preventing disorders linked to oxygen toxicity, nutritional influences on gene expression. Students and the instructor will present lectures and lead discussions based on readings from the primary literature and an advanced text. Prerequisites: One advanced biology course beyond the biology core, or permission of the instructor. Two 90 minute meetings per week.

490 Internship
Fall, Spring *Ms. Houde*
Off-campus research experience supervised by a departmental faculty member.

493 Independent Study
Research in collaboration with a departmental faculty member.

494 Senior Thesis
Research guided by a departmental faculty member culminating in a senior thesis.

Biology Courses Offered Less Frequently (Not offered in 1994-95.)

186 Biology of the Brain
A consideration of the structure and function of the brain, the philosophical relationship between mind and brain, and social aspects of brain function such as personality, mental illness, and addiction. Lectures, discussions, and readings. (For non-biology majors.)

440 Ecological Physiology
The physiological mechanisms by which animals adjust to changing environmental conditions. Evolutionary implications of genetic influences on physiological performance are discussed, with emphasis on adaptations among marine invertebrates. Three lectures and one laboratory per week. Prerequisite: Biology 340 and Chemistry 111, or consent of the instructor.

CHEMISTRY

Professor William B. Martin: *Organic Chemistry. Synthesis. Biochemistry. Enzyme Inhibition.*
Professor M. Lee Thompson (Chairperson): *Inorganic Chemistry. Main Group Synthesis. Organometallic Chemistry.*
Assistant Professor Richard S. Kelly: *Analytical Chemistry. Electrochemistry. Bioanalytical Chemistry.*
Assistant Professor George C. Shields: *Physical Chemistry. Computational Chemistry. Structure of Biomolecules.*
Instructor Laura J. Kateley: *Organic Chemistry. Synthesis. Chromatographic Applications.*
Lecturer Elizabeth W. Fischer: *Natural Science. Organic Chemistry. Biochemistry.*

The Department of Chemistry offers students a curriculum designed to develop both depth and breadth in understanding the central principles and theories in the major areas of modern chemistry.

Chemistry majors are provided with a foundation in inorganic, organic, analytical, and physical chemistry. A biochemistry concentration is offered with upper level coursework and research experiences available. An essential feature of chemistry coursework is the laboratory experience. The laboratory sections are small and emphasize individual work, problem solving, and hands-on use of modern instrumentation.

Students majoring in areas outside of the sciences may take any of the courses for which they have the necessary prerequisites. There are some courses especially intended for non-science majors which require no previous chemistry and are desirable for students in politics, economics, business, education, and history.

The department facilities include four laboratories for teaching and research training as well as three laboratories devoted to instrumentation, and nine laboratories for student-faculty research. Chemical books and periodicals are in the Freeman Science Library in the same building with the teaching and research laboratories to facilitate an integrated approach to library and laboratory research. Instrumentation includes Fourier transform infrared spectrophotometers, nuclear magnetic resonance spectrophotometers, mass spectrometer, gas chromatographs, high-performance liquid chromatographs, potentiostat/galvanostat, and visible and ultraviolet spectrophotometers.

Computers are an integral part of the teaching laboratory and research activities; both MS-DOS, Macintosh and Silicon Graphics machines are used for instrument interfacing, plotting, spreadsheets, color graphics, and molecular modeling. Students

use the College microVAX through terminals located in the science center. Other types of computers at industrial and university locations are accessed via Internet.

CHEMISTRY MAJOR

The major requires a minimum of eight courses; these include the following seven basic courses:

110 and 111 (General Chemistry)
220 and 221 (Organic Chemistry)
125 (Analytical Chemistry)
320 and 321 (Physical Chemistry)

The eighth course in chemistry must be at the upper level (300 or above). Chemistry 120 Principles of Chemistry, may be taken in place of 110 and 111; in this case, the student takes two upper-level courses in chemistry beyond the basic courses.

The chemistry major also requires the following courses:

Mathematics 110 and 111 (Calculus)
Physics 110 and 111 (Intro Physics) *or* Physics 120 and 121 (General Physics)

BIOCHEMISTRY CONCENTRATION

Students interested in the biochemistry concentration would take the following courses:

110 and 111 (General Chemistry)
or 120 (Principles of Chemistry)
125 (Analytical Chemistry)
220 and 221 (Organic Chemistry)
300 (Biochemistry)
320 and 321 (Physical Chemistry)
415 (Topics in Biochemistry)

Additional courses required for the biochemistry concentration include:

Mathematics 110 and 111 (Calculus)
Biology 322 (Molecular Biology, Prerequsitie: Biology 151 Biology of Cells. See Chemistry Advisor.)
Physics 110 and 111 (Intro Physics) *or* Physics 120 and 121 (General Physics)

The department is on the approved list of The American Chemical Society and has an active chapter of Student Affiliates. This student organization sponsors a variety of activities related to science, including a speaker program. Chemistry majors may graduate with American Chemical Society Certification by taking six or seven basic courses, the required calculus and physics courses, Chemistry 410 Instrumental Analysis, 420 Advanced Inorganic Chemistry, and two additional upper level courses. Chemistry students who have participated in research may be nominated by the department for election to Sigma Xi, a national science honorary society with a chapter at the College.

Chemistry majors are prepared to go directly into careers in chemistry or to pursue graduate or professional studies in chemistry or related fields. Students who major in areas other than chemistry but are pursuing interests in areas of medicine or biological sciences with a goal of professional school or graduate study typically take four or more courses in the department. Pre-medical students need to take one year of general chemistry and one year of organic chemistry. Students planning graduate studies in chemistry or related fields are encouraged to participate in summer research as well as research during the senior year, culminating in the writing of a senior thesis.

102 Chemistry and the Environment
Fall — *Mr. Kelly*

Explore the chemical relationships among earth, air, water and life. Understand some of the chemical phenomena in the world around you: greenhouse effect, acid rain, ozone depletion and waste control. The relevant chemical concepts and background from other sciences will be developed as needed. Lectures, discussions and demonstrations. No laboratory. (Not applicable toward the major. Cross-listed as Freshman Studies 102.)

108 Shape, Structure, and Matter
Spring — *Ms. Kateley*

Why are there millions of carbon compounds? Why are these compounds so important? Understand and appreciate the submicroscopic world of the molecules of carbon. Explore the nature of plastics and polymers, of nutrients and medicinals, of fuels and other petrochemicals. Investigate ideas of structure and consider how small, simple molecules can be pieced together into larger, more complex natural and synthetic molecules. Three class meetings per week. (For non-science majors.)

110 General Chemistry I
Fall — *Mr. Thompson*

An introduction to and study of the fundamental concepts and principles of chemistry. Atomic and molecular structure, periodic relationships, chemical bonding, stoichiometry. Properties and theories of gases, liquids, and solids. Laboratory introduces computer plotting and quantitative measurements. Three class meetings, one laboratory per week. (This course with Laboratory Section 2 is cross-listed as Freshman Studies 110. Meets Gen. Ed. Natural Science Requirement)

111 General Chemistry II
Spring — *Mr. Thompson*

Thermodynamics and kinetics; chemical equilibria; acids, bases, and buffers; coordination compounds; descriptive chemistry of metals and non-metals. Laboratory is both quantitative and descriptive and uses computer applications. Prerequisite: Chemistry 110. Three class meetings, one laboratory per week.

120 Principles of Chemistry
Fall — *Mr. Shields, Mr. Thompson*

Intended for students with strong high school preparation. Atomic theory, periodic relationships, chemical bonding, solution phenomena, coordination chemistry, and descriptive chemistry of metals and non-metals. Laboratory is a project-based, independent, problem-solving experience. Students successfully completing Chemistry 120 are able to move immediately to Chemistry 125. Interested entering students should contact the department to discuss placement in this course. Three class meetings, one laboratory per week. (Meets Gen. Ed. Natural Science Requirement)

125 Analytical Chemistry
Spring *Mr. Kelly*
Fundamentals of quantitative chemical analysis. Gravimetric and titrimetric methods, electrochemistry, spectrophotometry, and chromatographic separations. Applications of chemical equilibria to analytical problems. Chemistry majors usually take this course in the Spring following Chemistry 120 or concurrently with Chemistry 221. Prerequisite: Chemistry 111 or 120. Three class meetings, one laboratory per week.

220 Organic Chemistry I
Fall *Mr. Martin, Ms. Kateley*
Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions. Laboratory focuses on miscroscale synthetic techniques, infrared spectroscopy, and gas chromatography. Prereq: Chem 111 or consent of instructor. Three class meetings, one lab per week.

221 Organic Chemistry II
Spring *Mr. Martin, Ms. Kateley*
Addition, substitution, and elimination reactions; molecular rearrangements; oxidations and reductions; carbohydrates and other polymers. Laboratory focuses on microscale organic synthesis and infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Three class meetings, one laboratory per week.

300 Biochemistry
Fall *Mr. Martin*
Introduction to biochemistry at the cellular and chemical level. Emphasis on protein structure and function; enzymes, bioenergetics, intermediary metabolism, carbohydrates, and other biological molecules. Prerequisite: Chemistry 221, Biology 151, or permission of instructor. Three class meetings, one laboratory per week.

320 Physical Chemistry I
Fall *Mr. Shields*
Quantum mechanics and the nature of the chemical bond. Applications of molecular quantum mechanics; spectroscopy. Laboratory focuses on experiments which led to the development of quantum mechanics, molecular modeling and spectroscopy. Prereq: Chem 125, 221, Math 111; pre- or corequisite Phys 110 or 120. Three class meetings, one laboratory per week.

321 Physical Chemistry II
Spring *Mr. Shields*
Thermodynamics; derivation of state variables; their application to the prediction of direction and extent of chemical reactions. Equilibria; chemical kinetics; introductory catalysis; reaction rate theory; photochemistry. Laboratory is an independent project-based experience. Prerequisite: Chemistry 320 or permission of instructor. Three class meetings, one laboratory per week.

410 Instrumental Analysis
Fall *Mr. Kelly*
Theory and techniques of instrumental analysis in analytical chemistry. Basic electronics; electroanalytical chemistry; optical spectroscopy (UV, Fluorescence, FT-IR, Raman); structural analysis using C-13 NMR and mass spectroscopy; modern chromatographic techniques; kinetic methods of analysis and optimization techniques (simplex and factorial analysis). Independent, project-oriented laboratory includes most modern instrumental methods. Prerequisite (or corequisite, with permission of instructor): Chemistry 320. Three class meetings, one laboratory per week.

415 Topics in Biochemistry
Spring *Mr. Shields*
Application of chemistry to biological molecules. Topics selected from the following: X-ray crystallography; NMR spectroscopy; molecular modeling; computational methods in biochemical systems; protein-DNA interactions; photobiophysics; enzyme catalysis and mechanism; DNA chemistry. Prerequisite: Chemistry 300 and 321 or permission of the instructor. No laboratory.

420 Advanced Inorganic Chemistry
Spring *Mr. Thompson*
Concepts in inorganic chemistry, emphasizing structure, bonding, and reactivity; molecular orbital theory; point groups; electron deficient molecules, coordination compounds, organometallic and bioinorganic chemistry; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Laboratory work involves synthesis, analysis, and reactions using specialized techniques such as vacuum line and inert atmosphere. Prerequisite or corequisite: Chemistry 321. Three class meetings, one laboratory per week.

430 Advanced Organic Chemistry
Spring *Mr. Martin*
Theoretical treatment of familiar topics of organic chemistry. Quantitative correlations of reaction rates and equilibria focusing on effects of substrate structures and media changes on reactivity. Laboratory is project oriented and includes synthesis, structural analysis, and spectroscopic methods. Prerequisite: Chemistry 221 and 321. Three class meetings, one laboratory per week.

450 Research in Chemistry
Independent research with a faculty advisor. Research areas include organic synthesis; inorganic main group synthesis; enzyme inhibition; protein X-ray crystallography; computational chemistry; molecular modeling; electrochemistry; bioanalytical chemistry.

490 Senior Thesis in Chemistry
An extensive, in depth, independent research project with faculty guidance. Includes a formal written dissertation and oral presentation with the possibility of receiving graduation honors.

Chemistry Courses Offered Less Frequently (Not offered in 1994-95.)

106 Energy and You: An Ecological Approach

Focuses on fundamental concepts related to energy including supplies, generation, interconversion, ecological aspects, and future prospects. Energy is examined primarily from the view of basic scientific principles, but also from historical, political, economic, and sociological perspectives. No laboratory. (Not applicable toward the major.)

COMPARATIVE LITERATURE

Mr. George, Mr. Garneau, Mr. Gray, Ms. Hahn, Mr. Muskat (Chairperson)

Students whose interest in literature reaches across traditional academic disciplines or extends beyond a single national culture may plan a major program of studies in comparative literature around a field of concentration of their own choice. The international variety of offerings in the Comparative Literature program, in the programs of foreign literatures and cultures (Romance, Germanic, Slavic, Asian), and in the Department of English permits a wide range of possible interdisciplinary or cross-cultural topics (the ancient world; medieval literature; genre studies; Modernism; literature and society, literature and the other arts; feminist writing; others). Each student will be assisted by faculty in developing a viable, balanced program to suit her or his interests and purposes. The courses offered in the program may be chosen as electives to complement major programs in English, one of the foreign literatures, or other disciplines. For general information regarding the program or individual courses, consult any member of the Comparative Literature committee and teaching faculty. Advising of majors: Mr. Muskat.

It is advisable that Comparative Literature majors select and commence work in a primary national literature, period, genre or topic by early in the junior year. After approval of this concentration, students devote additional course work to a secondary literature, period or genre, or to studies necessary to complement a broadly conceived topic or problem in comparative literature.

REQUIREMENT FOR THE MAJOR

Knowledge of a foreign language to the 212 level (completed by the junior year, with a grade of *C* or better), or equivalent.

MAJOR PROGRAM (EIGHT COURSES ARE REQUIRED)

1. Comparative Literature 100, normally taken during the sophomore year after 100-level course(s) in English, or equivalent, during the freshman year.
2. English 210, 300 or Religion 201.
3. Two courses in a foreign language literature beyond 212.
4. One course in Literature in Translation (involving a literature other than the one in the previous requirement), approved by the program advisor.
5. Two relevant courses focusing on a period, movement, genre, author, national literature or other discipline, normally chosen from offerings in the Comparative Literature program, foreign language literature, and English.

6. Comparative Literature 400. In order to be applicable to the major, courses must be completed with a grade of *C* or better.

RECOMMENDED ELECTIVES

Students are urged to study a second foreign language at least through 112, and to take courses in the corresponding national literature. Literary study in the original language(s) is strongly encouraged. The seminars for sophomores, juniors and seniors provide opportunities for comparative, interdisciplinary and integrative work of interest to Comparative Literature majors, as do many of the offerings in other major departments and programs.

The following courses are also especially recommended: History 331 (The Enlightenment); History 340 (History of Communication);Philosophy 260 (Aesthetics) Please Note: All courses are taught in English. Students of Comparative Literature are encouraged to read in the original language for these courses whenever possible.

100 Introduction to Comparative Literature

An introduction to the concept and methods of Comparative Literature through the study of theories and works from a wide range of periods and national literatures. Topics include genre, theme, movements, cross-cultural influences such as science, history, philosophy and the fine arts on literature, problems in translation, and the linguistic approach to literary texts. Fundamentals of literary interpretation and critical writing are an integral part of the course. Several papers, including a research term paper, are required, all of which are to be written on a word processor. Among the readings are sonnets by Dante and Shakespeare, and tales of E.A. Poe and E.T.A. Hoffman. (Not offered in 1994-95.)

175 Introduction to Literary Studies

Fall, Spring — *Ms. Cowler, Ms. Gallagher, Mr. Goluboff, Ms. Harmon, Ms. Ross*

(Cross-listed as English 175.)

199 Masterpieces of Ancient and Medieval Literature

Fall, Spring — *Ms. Cowler, Ms. Ross*

(Cross-listed as English 210.)

200 English Literature I: The Renaissance and Eighteenth Century

Fall, Spring — *Mr. Mallette*

(Cross-listed as English 211.)

201 English Literature II: The Nineteenth and Twentieth Century

Fall, Spring — *Mr. Greenfield*

(Cross-listed as English 212.)

202 Contemporary Spanish American Narrative in Translation

Fall — *Ms. Faber*

(Cross-listed under Foreign Languages as Literature in Translation 202.)

203 Modern Masters of German Literature
(Cross-listed under Foreign Languages as Literature in Translation 203 and German 240. Not offered in 1994-95.)

204 French Literature in Translation: Québec Literature
(Cross-listed under Foreign Languages as French 250 and Literature in Translation 201. Not offered in 1994-95.)

205 Ancient Greece: Life, Thought and the Arts
Spring (January-February) *Mr. Georges, Mr. Lombardi, Mr. Mac Lean, Ms. McCracken*
(Cross-listed as Ancient Mediterranean Civilizations 201.)

207 Introduction to the Bible
Fall *R. Miller*
(Cross-listed as Religion 201.)

208 European Classics of the Late Eighteenth and Nineteenth Centuries
(Cross-listed as English 208. Not offered in 1994-95.)

209 Brazilian Literature in Translation
(Cross-listed under Foreign Languages as Lit.in Trans.209. Not offered in 1994-95.)

210 Don Quijote
(Cross-listed under Foreign Languages as Lit. in Trans.210. Not offered in 1994-95.)

211 Modern Japanese Prose in Translation
Spring *Mr. Carnes*
(Cross-listed under Foreign Languages as Lit. in Translation 205 and Japanese 205.)

212 German Literature in Translation: The German Novella
Fall *Mr. Gray*
(Cross-listed under Foreign Languages as Lit. in Translation 207 and German 260.)

213 German Literature in Translation: The German Novel
(Cross-listed under Foreign Languages as German 250, Lit. in Translation 208. Not offered in 1994-95.)

215 Myth and Literature
(Cross-listed as English 215. Not offered in 1994-95.)

216 The Judaic Tradition: Master Texts
(Cross-listed as Religion 216. Not offered in 1994-95.)

217 African American Literature II
Spring *Ms. Harmon*
(Cross-listed as English 218.)

218 African American Literature I
Fall *Ms. Harmon*
(Cross-listed as English 216.)

220 Indian Religious Tradition through Story Literature
Spring *Ms. Benton*
(Cross-listed as Religion 221.)

222 Introduction to Folklore
Spring *Mr. Greenfield*
(Cross-listed as English 222.)

223 Literary Types and Traditions: Multicultural Literature
Spring *Ms. Harmon*
(Cross-listed as English 223.)

224 Forms of Folklore
(Cross-listed under Foreign Languages as Literature in Translation 224. Not offered in 1994-95.)

225 Introduction to Japanese Folklore
(Cross-listed under Foreign Languages as Literature in Translation 225 and Japanese 225. Not offered in 1994-95.)

226 Classics of Asian Thought: Indian and Islamic Traditions
Fall *Ms. Benton*
(Cross-listed as Religion 222.)

227 Women and Literature
Spring *Ms. Ross*
(Cross-listed as English 225.)

230 Philosophy and Literature
Spring *Mr. Lessing*
(Cross-listed as Philosophy 230.)

236 Topics in African American History: African American Autobiography
Spring *Mr. Zilversmit*
(Cross-listed as History 255)

250 Contemporary Literature
Fall, Spring *Mr. Greenfield*
(Cross-listed as English 250)

251 Theatre History: Molière to Ibsen
(Cross-listed as Theatre 231. Not offered in 1994-95.)

252 Contemporary Literature
Fall, Spring — *Mr. Greenfield*
(Cross listed as English 250)

275 Female Images of the Divine
Fall — *Ms. Benton*
(Cross-listed as Religion 275.)

300 Medieval Studies: The Chaucerian and Arthurian Traditions
(Cross-listed as English 300. Not offered in 1994-95.)

310 The Hebrew Bible
Spring — *Mr. Bronstein*
(Cross-listed as Religion 310.)

320 Modern Drama
(Cross-listed as English 320. Not offered in 1994-95.)

321 Modern Fiction
Fall — *Mr. Greenfield*
(Cross-listed as English 321.)

326 Interdisciplinary Studies: Postmodernism
(Cross-listed as English 326. Not offered in 1994-95.)

331 The Enlightenment
(Cross-listed as History 331. Not offered in 1994-95.)

332 European Romanticism
Fall — *Mr. LeMahieu*
(Cross-listed as History 332.)

343 Literature and Society in Russia
Spring — *Ms. Gayle*
(Cross-listed as History 343.)

351 Gender and Literature
Fall — *Ms. Harmon*
(Cross-listed as English 351)

400 Theory of Literature
Fall — *Staff*
(Cross-listed as English 450.)

LITERATURE IN FOREIGN LANGUAGES
See offerings under Foreign Language in French, German and Spanish.

WORLD LITERATURE, PERIODS, MOVEMENTS, GENRES, AND AUTHORS
The following courses, offered in the English Department, satisfy the period, movement, etc., requirement for Comparative Literature majors:

English 211 (English Lit I: Renaissance and Eighteenth Century)
English 212 (English Lit II: Nineteenth and early Twentieth Centuries)
English 207 (European Classics of the Renaissance and Enlightenment)
English 220 (Shakespeare)
English 225 (Women and Literature)
English 300 (Medieval Studies: The Chaucerian and Arthurian Traditions)
English 301 (Renaissance: Age of Experiment)
English 302 (John Donne and His Contemporaries)
English 303 (Age of Satire)
English 304 (Romantic Period)
English 305 (Victorian Literature)
English 322 (Modern Poetry)
English 328 (Special Topics in Film)
English 450 (Theory of Literature)

See English Department listing for above descriptions of these courses.

Comparative Literature Courses Offered Less Frequently (Not offered in 1994-95.)

101 Linguistics and Literature
(Cross-listed as Linguistics 201.)

210 Don Quijote
(Cross-listed under Foreign Languages as Literature in Translation 210.)

228 Introduction to Film Studies
(Cross-listed as English 228.)

235 History and Literature
(Cross-listed as History 342.)

250 Theatre History: Greeks to Shakespeare
(Cross-listed as Theatre 230.)

ECONOMICS AND BUSINESS

Professor Robert A. Baade: *International Trade and Finance. Macroeconomic Theory. Political Economy. Comparative Systems.*

Professor Richard F. Dye (Chairperson): *Macroeconomic Theory. Public Finance. Urban Economics.*

Professor William Moskoff: *Principles. Microeconomic Theory. Comparative Systems.*

†Associate Professor Les R. Dlabay: *Accounting. Marketing Theory. Marketing Research. Capital Budgeting. Finance.*

Associate Professor Nader Nazmi: *Econometrics. Statistics. Business and Economic Forecasting. Economic Development. Latin American Economics. Macroeconomic Theory.*

Associate Professor Carolyn Tuttle: *Macroeconomic Theory. Statistics. Money and Banking. Economic History. Labor.*

Assistant Professor Jeffrey O. Sundberg: *Decision Theory. Environmental and Natural Resource Economics. Finance. Industrial Organization. Microeconomic Theory. Corporate Finance.*

Assistant Professor Siaw-Peng Wan: *Finance. Statistics. Investment Analysis.*

Lecturer Joan B. Boehnen: *Internships.*

‡Lecturer Cynthia B. Woodbury: *Financial Accounting. Managerial Accounting. Intermediate Accounting. Investment Analysis.*

The Department of Economics and Business offers majors in both economics and business. Students are allowed to have a double major, however, they may not major in both business and economics.

ECONOMICS MAJOR

The study of economics is concerned with two basic questions faced in any human society: (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these questions.

The study of economics at Lake Forest College can begin during either the freshman or sophomore year. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, lower-level course offerings include a number of problem or issue-oriented courses. Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Economics majors have been admitted to some of the top graduate and professional schools in economics, business administration, and law. Majors

†Sabbatical leave of absence Fall 1994.

‡Director Chicago Outreach Program

contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

The following requirements for the economics major are effective for those who enter the college in August 1993 or thereafter and will be subject to the new general education requirements (previously enrolled students are subject to the requirements contained in relevant earlier editions of this *Bulletin*):

1. Economics 110 (Principles of Economics) with a grade of *C*- or better.
2. Mathematics 110 (Calculus) with a grade of *C*- or better and to be completed by the end of the freshman year. (Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite.) Note that Mathematics 110 will also satisfy one of the freshman year requirements for the general education curriculum.
3. Economics 130 (Statistics) or Mathematics 150 (Introduction to Probability and Statistics) with a grade of *C*- or better. Note that either Economics 130 or Mathematics 150 will also satisfy one of the freshman year requirements for the general education curriculum.
4. Economics 210 (Microeconomic Theory) with a grade of *C*- or better.
5. Economics 220 (Macroeconomic Theory) with a grade of *C*- or better.
6. Three other elective economics courses, two of which must be above 300. Internships do not count as economics elective courses.
7. During the senior year, an additional economics course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

ECONOMICS COURSES

110 Principles of Economics
Fall, Spring — *Mr. Baade, Mr. Dye, Mr. Moskoff, Ms. Tuttle*
An introduction to both microeconomics--the theory of consumer and producer behavior--and macroeconomics--the determination of aggregate levels of production, employment, inflation, and growth. Application of economic principles to analysis of current problems of the American economy.

130 Economic Statistics
Fall, Spring — *Mr. Nazmi, Mr. Wan*
Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Not open to students who have taken Mathematics 150, which is a comparable course.)

210 Microeconomic Theory
Fall, Spring — *Mr. Moskoff, Mr. Sundberg*
Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included. Prerequisite: Economics 110,

and Mathematics 105, Mathematics 110, or Mathematics 160 with grades of *C-* or better.

220 Macroeconomic Theory
Fall, Spring *Mr. Dye, Mr. Nazmi*
Intermediate theory of macroeconomics. The determinants of aggregate production, prices, interest rates, and employment in macroeconomic models that combine the business, household, government, and financial sectors. Prerequisite: Economics 110, and Mathematics 105, 110, or 160 with grades of *C-* or better.

233 Eastern Europe in the Twentieth Century
Spring *Ms. Gayle,Mr. Moskoff*
Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. Beginning with the emergence of independent states in this economically undeveloped, multinational region during the era of World War I, the course examines economic and political difficulties in the interwar period. World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, and the current radical changes sweeping the region. (Cross-listed as History 233. Meets Gen. Ed. Social Science Requirement)

237 Introduction to Finance
Fall, Spring *Mr. Sundberg, Mr. Wan*
Provides an overview of financial markets and corporate procedures and the ways that they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisite: Economics 110, and Mathematics 105, 110, or 160 with grades of *C-* or better. (Cross-listed as Business 237.)

240 Urban Economics
Spring *Mr. Dye*
Application of economic analysis to current problems in urban and suburban America, such as poverty, housing, transportation, growth, and finance. Prerequisite: Economics 110 with a grade of *C-* or better or Social Science 200.

270 Latin American Development
Spring *Mr. Nazmi*
Analysis of the political economy of development of Latin American countries including Brazil, Mexico, Argentina, and Chile. Examination of current economic problems from historical and political perspectives. Particular attention will be given to the economic strategies of growth and development. Prerequisite: Economics 110, with a grade of *C-* or better.(Meets Gen. Ed. Social Science Requirement)

310 Industrial Organization
Fall *Mr. Sundberg*
Examines how market failures prevent perfect competition and how firms respond to such failures. Uses the traditional structure-conduct-performance approach as well as the recent transaction cost and game-theoretic approaches to understand firm behavior. Explores the role of antitrust in determining industry structure and conduct. Prerequisite: Economics 210 with a grade of *C-* or better.

313 Money and Banking
Fall *Ms. Tuttle*
Analysis of bank and non-bank financial institutions. Topics include the S&L crisis, the impact of the 1980 and 1982 deregulation acts, the changing role of the Federal Reserve and the ability to conduct effective monetary policy, and bank asset and liability management. Prerequisite: Economics 220 with a grade of C- or better.

330 Econometrics
Fall *Mr. Nazmi*
Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 130 or Mathematics 150.

340 Environmental and Natural Resource Economics
Fall *Mr. Sundberg*
The course examines different economic theories regarding optimal use of renewable and nonrenewable resources, why market responses to pollution are typically unsatisfactory, and optimal pollution control. These theories are then applied to the real world, taking into consideration political and technological constraints. The impact of past and current policy on the environment will be studied, as will the potential impact of proposed legislation. Prerequisite: Economics 210 with a grade of *C-* or better.

350 Public Finance
Theory and policy analysis of the effects of government spending and taxation on allocation and on the distribution of income. Special attention to current tax policy issues Prereq: Econ 210 with a grade of *C-* or better. (Not offered in 1994-95.)

415 Corporate Finance
Fall *Mr. Sundberg*
Theoretical and empirical issues in corporate finance are examined from the perspective of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisite: Math 110 and Business/Econ 237; Junior or Senior standing. (Cross-listed as Business 415.)

420 Labor in the American Economy
Spring *Ms. Tuttle*
Economics of the labor market. Theories are developed on the supply and demand for labor as they determine the labor force participation of men, women, teenagers, and minorities. Issues of discrimination, education, job training, unions, government legislation, and women's work are discussed in light of contemporary events. Prerequisite: Economics 210 and Mathematics 110 or 160.

430 International Trade Theory and Policy
Fall *Mr. Baade*
International trade theory with some applications. Topics include an analysis of those elements of economic structure that determine trade flows, theory relating to how trade flows alter economic structure, the free trade versus protectionism argument, and selected topics in international economic integration and development. Prerequisite: Economics 210 and 220; Junior or Senior standing.

431 International Finance
Spring *Mr. Baade*
The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisite: Economics 210 and 220; Junior or Senior standing. (Cross-listed as Business 431.)

440 Advanced Macroeconomics
Spring *Mr. Baade*
Analysis and comparison of Keynesian, neoKeynesian, neoclassical, monetarist, and rational expectationist perspectives on macroeconomic theory and stabilization policy. Prerequisite: Mathematics 110 and Economics 220; Junior or Senior standing.

490 Internships
Fall, Spring *Ms. Boehnen*
A work study program that provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Development to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships must be done for two credits. Prerequisite: Junior or Senior standing; no more than one credit of previous internship experience and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of *C-* or better, as well as other designated courses relevant to the specific type of the internship (see the instructor for information on the specific course prerequisites for each category of internship)--the department will not give credit for internships that do not build directly upon prior coursework; students on academic probation are ineligible for this program. (Cross-listed as Business 490.)

499 Independent Study
Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

Economics Courses Offered Less Frequently (Not offered in 1994-95.)

211 Comparative Economic Systems
Examination and analysis of the economic systems in such countries as Russia, Poland, Hungary, China, and Japan. Emphasis on reform efforts in these countries.

212 Radical Economics
Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, pollution, and the economics of women.

216 Industrialization in the Twentieth Century
The process of industrialization in the twentieth century is examined using the Industrial Revolution of Great Britain as a historical benchmark. The implications of economic, social, and political institutions on the development of less developed countries will be studied using several countries as case studies.

225 Political Economy of Health Care in America
A survey of the existing system(s) and proposals for change; history and trends; the effect of technology and demography on national health needs; role of the government; interest groups among providers, consumers, and insurers; comparative studies (especially Canada). Prerequisite: Economics 110, Politics 120, and additional course work in either department, or permission of the instructor. (Cross-listed as Politics 225.)

233 Eastern Europe in the Twentieth Century
Exploration of eastern Europe's development in the twentieth century through the disciplines of history and economics. Beginning with the emergence of independent states in this economically underdeveloped, multinational region during the era of World War I, the course examines economic and political difficulties in the interwar period, World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, and the current radical changes sweeping the region. (Cross-listed as History 233)

265 The Russian Economy
This course examines the successes and failures of the Russian economy during the period of central planning under the communists, the reform efforts of Mikhail Gorbachev during *perestroika*, and the current economic policies under Boris Yeltsin.

335 Managerial Economics
Applies microeconomic theories of decision-making to the theory of the firm. Topics include decision-making under uncertainty, linear programming, demand estimation, and optimal pricing. Prerequisite: Economics 210 with a grade of *C-* or better, Economics 130 or Mathematics 150. (Cross-listed as Business 335.)

360 Economics of Regulation
Applies microeconomic analysis to the study of government regulation of business. Examines different forms of regulation and the economic rationale for their existence. Assesses the effectiveness and the economic consequences of regulation. Case studies include telecommunications, electricity, airlines, environmental, and health and safety regulation. Prerequisite: Economics 210 with grade of *C-* or better.

425 Business and Economic Forecasting
The course employs regression techniques, time series analysis, and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 130 or Mathematics 150. (Cross-listed as Business 425.)

435 Law and Economics
Applies general principles of economics and business to both civil and criminal law, analyzing how individuals and firms respond to current laws as well as how these groups might respond to changes in laws or changes in the enforcement policies and penalty structures of existing laws. Specific areas which might be covered include product liability and malpractice, contracts, antitrust, corporate finance, and environmental and international law. Prerequisite: junior or senior majors: other juniors and seniors must have taken at least three courses at the 200-level or above in Economics and/or Business. (Cross-listed as Business 435.)

470 Economic Development in the Third World
An inquiry into the nature and causes of the economic underdevelopment of Third World countries.

485 Senior Seminar

BUSINESS MAJOR

The business major is designed to provide the student with an overview of the economic environment of business and of the various areas of the business world: accounting, marketing, and especially finance. The primary intention is to teach students how to think about questions in the business world rather than to provide narrow vocational training.

The following requirements for the business major are effective for those who enter the college in August 1993 or thereafter are subject to the new general education requirements (previously enrolled students are subject to the requirements contained in relevant earlier editions of this *Bulletin*):

1. Economics 110 (Principles) with a grade of *C*- or better
2. Mathematics 110 (Calculus) *or* Mathematics 160 (Finite Mathematics with Applications) with a grade of *C*- or better and to be completed by the end of the freshman year. Students without strong high school preparation in mathematics may need to complete Mathematics 105 as a prerequisite. Note that either Mathematics 110 or 160 will also satisfy one of the freshman year requirements for the general education curriculum.
3. Economics 130 (Statistics) *or* Mathematics 150 (Introduction to Probability and Statistics) with a grade of *C*- or better. Note that either Economics 130 or Mathematics 150 will also satisfy one of the freshman year requirements for the general education curriculum.
4. Business 230 (Financial Accounting) with a grade of *C*- or better
5. Business 237 (Introduction to Finance) with a grade of *C*- or better

6. Economics 210 (Microeconomic Theory)
7. Economics 220 (Macroeconomic Theory)
8. Philosophy 203 (Business and Professional Ethics) *or* Philosophy 325 (Major Ethical Theories)
9. Three additional 300 or 400 level elective business courses. These include Business 331, 335, 336, 380, 415, 425, 430, 431, 450, 455. Also, up to two of these courses may be business related economics courses from the following list: Economics 310, 313, 330, 340, 360, 420, or 430. No more than two of the business electives may be marketing courses. Internships do not count as business elective courses.
10. During the senior year, an additional business course designated as senior studies (a specially designed course with limited enrollments and preference given to senior majors) or a senior thesis.

BUSINESS COURSES

230 Financial Accounting
Fall, Spring — *Ms. Woodbury*
Methods, practices, and concepts underlying the communication of relevant financial information to external parties. Development of the accounting model, measurement processes, data terminology and classification, internal control; interpretation and uses of financial statements. Prerequisite: Economics 110, and Mathematics 105, 110 or 160 with a grade of *C*- or better.

237 Introduction to Finance
Fall, Spring — *Mr. Sundberg, Mr. Wan*
Provides an overview of financial markets and corporate procedures and the ways that they influence the allocation of scarce resources over time and under uncertainty. An introduction to investment theory and corporate finance is provided and specific financial securities and corporate practices are discussed. Prerequisite: Econ 110, and Math 105, 110, or 160 with a grade of *C*- or better. (Cross-listed as Economics 237.)

331 Managerial Accounting
Fall — *Ms. Woodbury*
Use of accounting information for evaluation of planning and control decisions. Topics include budgeting, cost-volume analysis, product costing, standards for planning, control, and performance measurement. Prerequisite: Business 230 with grade of *C*- or better.

336 Marketing Theory
Spring — *Mr. Dlabay*
A study of the conceptual framework of marketing and its relationship to the economy and society. Topics include economic foundations of marketing, introductory marketing research concepts, consumer behavior models, financial analysis for marketing decision making, and international marketing for a global economy. Emphasis will be on the critical discussion and critical analysis of readings, and field research assignments. Prerequisite: Junior standing.

380 Investment Analysis
Spring *Mr. Wan*
Studies the process of selecting among alternative financial assets from the viewpoint of the individual. Emphasizes such topics as the evaluation of risk and return, security markets and industry developments, regulatory practices and portfolio theory. Prerequisite: Economics 130 or Mathematics 150 and Business 230 and 237.

415 Corporate Finance
Fall *Mr. Sundberg*
Theoretical and empirical issues in corporate finance are examined from the perspective of the firm, the shareholders, and public policymakers. Topics covered include leveraged buyouts and mergers, dividend policy, techniques used to raise capital, and the impact of the tax system on corporate activity. Prerequisite: Mathematics 110 and Business/Economics 237. Junior or Senior standing. (Cross-listed as Economics 415.)

430 Intermediate Accounting
Accounting concepts, principles, and theory with an emphasis on the special problems that arise in applying these concepts for external reporting. Prerequisite: Business 230 with a grade of *C-* or better; Junior standing.(Not offered in 1994-95.)

431 International Finance
Spring *Mr. Baade*
The fundamentals of international financial theory are identified and analyzed. Topics include exchange rate determination, balance of payments, accounting and analysis, and a description and analysis of international monetary systems and their evolution. Prerequisite: Economics 210 and 220; Junior or Senior standing. (Cross-listed as Economics 431.)

450 Capital Budgeting
Spring *Mr. Dlabay*
Study of advanced financial management and the evaluation of business investment opportunities. Topics include the discounting of cash flows, risk analysis, capital asset pricing, and financial leverage decisions. Prerequisite: Economics 130 or Mathematics 150, Business 237 and any 300 level Economics or Business course.

455 Marketing Research
Spring *Mr. Dlabay*
Advanced study of research theory and applications for organizational decision making. Emphasis will be on development of research designs, survey instrument creation, use of sampling procedures, and data analysis techniques. Prerequisite: Economics 130 or Mathematics 150 and any 300 level Economics or Business course, or permission of instructor.

490 Internships
Fall, Spring *Ms. Boehnen*
A work study program that provides an opportunity to supplement academic training with work experience in the field of business and economics. Interested students must work with Career Development Center to develop a resume and register with the instructor by the following deadlines: by April 1 for a Fall internship; by November 1 for a Spring internship; and by the week following spring break for a Summer internship. Business and Economics internships must be done for two credits. Prerequisite: Junior or Senior standing; no more than one credit of previous internship experience and this experience must not be similar to a subsequent internship in terms of skills or knowledge learned or applied; Economics 110 with a grade of *C-* or better, as well as other designated courses relevant to the specific type of the internship (see the instructor for information on the specific course prerequisites for each category of internship)--the department will not give credit for internships that do not build directly upon prior coursework; students on academic probation are ineligible for this program. (Cross-listed as Economics 490.)

Business Courses Offered Less Frequently (Not offered in 1994-95.)

335 Managerial Economics
Applies microeconomic theories of decision-making to the theory of the firm. Topics include decision-making under uncertainty, linear programming, demand estimation, and optimal pricing. Prerequisite: Economics 210 with a grade of *C-* or better, Economics 130 or Mathematics 150. (Cross-listed as Economics 335.)

425 Business and Economic Forecasting
This course employs regression techniques, time series analysis and business and economic indicators for forecasting economic and business variables. Prerequisite: Economics 110 and Economics 130 or Mathematics 150. (Cross-listed as Econ 425.)

435 Law and Economics
Applies general principles of economics and business to both civil and criminal law, analyzing how individuals and firms respond to current laws as well as how these groups might respond to changes in laws or changes in the enforcement policies and penalty structures of existing laws. Specific areas which might be covered include product liability and malpractice, contracts, antitrust, corporate finance, and environmental and international law. Prerequisite: junior or senior majors: other juniors and seniors must have taken at least three courses at the 200-level or above in Economics and/or Business. (Cross-listed as Economics 435.)

485 Senior Seminar

EDUCATION

Professor Arthur Zilversmit: *History of Education.*
Associate Professor Sandra M. Fox (Chairperson): *Elementary Education. Reading, Theory and Instruction.*
Associate Professor Phylis Frankel: *Psychology Applied to Education.*
Associate Professor Lou Lombardi: *Philosophy of Education.*
Associate Professor Jennifer J. Wallace: *Social Foundations of Education.*
Assistant Professor Dawn Abt-Perkins: *Secondary Education. Curriculum and Instruction. Multicultural Teacher Education.*
Lecturer Florence Singer: *Art Education.*

The belief of the Education Department is that the best preparation for any teaching career--elementary or high school--is a broad and liberal education. Accordingly, all candidates for teaching certificates are required to take courses throughout the divisions of the college and to complete another academic major in addition to an Education major. Lake Forest College is entitled by the state to prepare students for *certification in elementary schools (grades K-9) and high schools (grades 6-12).* Special courses are offered for students who wish to teach in middle schools and junior high schools.

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many offerings for students in nearby Chicago, including a program leading to *bilingual certification* at either the elementary or secondary level.

Teacher candidates interested in elementary or secondary education are required to elect an academic major as well as meet the general education requirements outlined by the State Certification Board.

Lake Forest College also offers a five course program to prepare teachers for employment as professional educators in *independent boarding schools.* This sequence of courses may be started during either the sophomore or junior years and will culminate with an internship at a boarding school located in either the East or the Midwest.

Those students who wish to complete a teacher education program at any teaching level must complete the requirements for admission to a certification program.

All certificate candidates will complete a minimum of 125 clock hours of classroom experience with children prior to their student teaching. While many of these hours are accumulated during regular education classes, a variety of internships is also available.

Students who wish to study American education, but do not intend to teach, may elect to take education courses without applying for entry into a program.

The department elects students to Kappa Delta Pi, national honor society in education.

ADMISSION PROCEDURES FOR ILLINOIS STATE TEACHER CERTIFICATION PROGRAMS

General Information: The sequential steps leading to Teacher Certification
Elementary (K-9) or High School (6-12)

EDUCATION MAJOR Students who are interested in pursuing a career in teaching or in exploring such a possibility may declare their interest by becoming majors in Education following their admission to Lake Forest College. Declaration of an Education major, however, does not guarantee that the student will meet the rigorous standards required for certification.

EDUCATION 210 The candidates must receive a grade of *B-* or better in the course. Students who do not meet this requirement must then take two additional courses--Education 220, 222 or 270, and Education 318--in order to achieve a grade point of at least 2.75 among the three courses.

BASIS SKILLS REQUIREMENT Before admission into a certification program, students must successfully complete at least one course in mathematics, one course in writing and one course in literature with a grade of *C* or better.

ACCEPTANCE FOR CERTIFICATION CANDIDACY Students who receive a grade of *B-* or better in Education 210--or the combined grade point average of 2.75 in Education 210; Education 220, 222 or 270; and Education 318--and who provide proof that they have successfully completed or registered for the courses in mathematics, writing and literature, may then request an entrance interview with an Education Department entrance interview committee composed of the department Chairperson, one other faculty member from the Education Advisory Council* and one student who has already been admitted into a certification program. Upon successful completion of this interview and the one course in mathematics, one course in writing and one course in literature, students will be recognized as certification candidates and their transcripts will be so marked.

COURSEWORK (See the Chairperson of the department for documents that describe coursework requirements of LFC and the State of Illinois for the type of certificate sought.)

APPLICATION FOR STUDENT TEACHING Once the student has completed all of the required course work (or shows proof of registration), he/she must then supply to the Education Department Coordinator of Field Experiences the following information:

*Members of the Education Advisory Council, 1994-95: Ms. Fox (Chairperson), Ms. Abt-Perkins, Ms. Beaty, Mr. Carmony, Mr. Dlabay, Ms. Frankel, Mr. Lombardi, Ms. Singer, Ms. Wallace, Mr. Zilversmit, and three student members, Matthew Ferrari, Juliann Emanuelson, Deanna Olenick, Molly McNamara (Alternate).

▸The student's LFC transcript showing an overall 2.75 GPA in course work completed at Lake Forest;

▸Proof that the student has completed (or has registered to complete) an academic major of at least 32 semester hours;

▸Proof that the student has completed a minimum of 125 hours of clinical experiences that involve direct contact with children and teachers--usually accomplished in Education 303 or Education 313;

▸Under extraordinary circumstances and only when a student's GPA is very close to 2.75, the Education Department Chairperson may convene a special committee of the Education Advisory Council in order to hear a student's appeal should that student fail to meet the grade point requirement. By unanimous consent of the special committee, the student may be permitted to student teach.

STUDENT TEACHING Students who meet all the criteria in items 2 through 6 above will be notified that they have been accepted for placement as student teachers. See course descriptions for Education 418 (Elementary) or Education 420 (Secondary). Students must receive credit (a grade of CR) for student teaching in order to be eligible for certification. Students who receive a grade of D or F will not be eligible for certification.

APPLICATION FOR CERTIFICATION In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary form.

State of Illinois--Standard Elementary Certificate (K-9)
(Approved by the Illinois State Teacher Certification Board)

GENERAL EDUCATION COURSES

Communication Skills	
1. Oral	1 course
2. Written	2 courses
Biological and Physical Sciences	3 courses
Social Sciences*	3 courses
Humanities*	4 courses
Mathematics	2 courses
Academic major	8 courses (minimum)

PROFESSIONAL EDUCATION COURSES

210 (Observing the Schooling Process)	1 course
220 (Philosophy of Education) *or* 222 (Social Foundations of Education) *or* 270 (Education in American Society and Thought)	1 course

*See Education Chairperson for details of the requirements.

303 (Seminar and Fieldwork in Elementary Reading Methods)	1 course
312 (Art Education)	1/2 course
314 (Health Education)	1 course
318 (Psychology Applied to Education)	1 course
417 (Teaching Elementary Grades: Methods and Materials)	1 course
418 (Student Teaching and Seminar/Elementary)	3 courses

State of Illinois--Standard Secondary Certification (6-12)
(Approved by the Illinois State Teacher Certification Board)

GENERAL EDUCATION COURSES

Communication Skills	
1. Oral	1 course
2. Written	2 courses
Biological and Physical Sciences	3 courses
Social Sciences*	3 courses
Humanities*	4 courses
Mathematics	1 course

ACADEMIC MAJOR* 8 courses (minimum)
English, French, German, Spanish, mathematics, natural science (biology, chemistry, or physics), social studies (American studies, history, or politics) (Students who major and are certified in chemistry, phsycis, or politics must also be endorsed to teach in a second field.)

PROFESSIONAL EDUCATION COURSES

210 (Observing the Schooling Process)	1 course
220 (Philosophy of Education) *or* 222 (Social Foundations of Education) *or* 270 (Education in American Society and Thought)	1 course
313 (Seminar and Fieldwork for Reading in the Content Areas)	1 course
314 (Health Education)	1 course
318 (Psychology Applied to Education)	1 course
419 (Curriculum Design and Instructional Methods for Middle School/ Junior High and High School Teachers)	1 course
420 (Student Teaching and Seminar/Secondary)	3 courses
Approved Linguistics Course (Required for English or Foreign language certification)	1 course

THE INDEPENDENT BOARDING SCHOOL TEACHER EDUCATION PROGRAM

The Boarding School Teacher Education program at Lake Forest is a combination of courses that have been selected to help prepare people who wish to embark upon a career as teachers in the independent boarding school environment.

REQUIRED COURSES

210 (Observing the Schooling Process)
220 (Philosophy of Education) *or*
222 (Social Foundations of Education) *or*
225 (Teaching Adolescent Students) *or*
270 (Education in American Society and Thought) *or*
318 (Psychology Applied to Education) — 1 course

419 (Curriculum Design and Instructional Methods for Middle School/ Junior High and High School Teachers) — 2 courses

411 (Advanced Field Work) — 1 course

2 courses

210 Observing the Schooling Process
Fall, Spring — *Ms. Abt-Perkins*
An introduction to the teaching-learning process from pre-school through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus upon developing competencies in educational library research and writing skills. (Cross-listed as Writing on Special Topics 210. Meets Gen. Ed. Freshman Writing Requirement)

215 Instructional Communication Theory and Practice
Spring — *Ms. Abt-Perkins*
This course applies sociolinguistic theory to the understanding of language practices in academic settings. Based on the premise that knowledge is socially constructed, race, gender, class and ethnicity are considered social markers that shape the meanings and the values assigned to instructional messages. Students research communication practices in their classrooms, apply cultural theories in their analyses, and practice methods and strategies toward becoming more effective communicators. (Meets Gen. Ed. Social Science Requirement)

220 Philosophy of Education
Survey of theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Phil 220. Not offered in 1994-95.)

222 Social Foundations of Education
A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical-sociological changes and changes in educational practice. Schools are examined as institutions that influence the social as well as academic development of American youth. (Cross-listed as Sociology and Anthropology 222.)

270 Education in American Society and Thought
Spring — *Mr. Zilversmit*
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Cross-listed as History 270.)

303 Seminar and Fieldwork in Elementary Reading Methods
Fall — *Ms. Fox*
Places emphasis on theories of language acquisition and on characteristics of language development as they relate to teaching reading and the language arts. Alternative approaches to reading and language arts instruction including teaching students with exceptional needs. This course includes a major fieldwork component, involving both observation and teaching in an elementary or middle school, as well as weekly seminars.

311, 411 Advanced Fieldwork
Fall, Spring — *Ms. Fox*
Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is often required. This course is graded only on a Credit/D/Fail basis.

312 Art Education*
Fall (1/2 credit) — *Ms. Singer*
The media and methods of teaching elementary school art. Required only for elementary certification. One half course.

313 Seminar and Fieldwork for Reading in the Content Areas
Fall — *Ms. Abt-Perkins*
Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading in the content areas, including teaching exceptional students. This course includes a major fieldwork component involving both observation and teaching in a middle or secondary school as well as weekly seminar meetings.

314 Health Education
Spring — *Ms. Beaty*
Emphasis upon the relationship between education and physical, emotional, and moral growth and development from childhood through adolescence. Topics stressed include: approaches to establishing a positive and healthy classroom environment; issues related to teaching exceptional students, including the learning disabled; and to teaching in multicultural settings; and methods of teaching about sex, drugs, alcohol, and other health-related issues. Required for both elementary and secondary certification candidates. Intended primarily for juniors and seniors who plan to complete certification. Open to others with permission of the instructor.

*This course required for elementary certification does not carry graduation credit, but will be recorded on the student's academic record and may be taken in addition to the regular course load. No tuition fee for this course is charged to full-time students paying the comprehensive tuition for the semester.

318 Psychology Applied to Education
Spring *Ms. Frankel*
Principles of psychology as applied to the teaching-learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. Open to underclassmen, but preference given to juniors and seniors. Prereq: Psyc 210 or permission of instructor. (Cross-listed as Psyc 318.)

415 Special Studies in Education
Fall, Spring *Ms. Fox*
Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Juniors and Seniors.

417 Teaching Elementary Grades: Methods and Materials
Fall *Ms. Fox*
Taken prior to student teaching. Stresses practical skills of elementary and middle school classroom teaching, including teaching students with special needs. Prereq: Education 210; 220, 222, or 270; 303; and 314 or permission of the instructor.

418 Student Teaching/Elementary Seminar
Spring (3 credits) *Ms. Fox*
Full day supervised teaching for fourteen weeks in a cooperating school. Permission of Education Department required. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 417 with a grade of *C* or better.

419 Curriculum Design and Instructional Methods for Middle School/Junior High and High School Teachers
Fall *Ms. Abt-Perkins*
Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, management, and the teaching of students with special needs. Also explores the American high school and middle school today. Prerequisite: Education 210; 220, 222 or 270; 313; and 314 or permission of instructor.

420 Student Teaching/Secondary Seminar
Spring (3 credits) *Ms. Fox, Ms. Abt-Perkins*
Full day supervised teaching for fourteen weeks in a cooperating school. Permission of Education Department required. This course is graded only on a Credit/D/Fail basis. Prerequisite: Education 419 with a grade of *C* or better).

Education Courses Offered Less Frequently (Not offered in 1994-95.)

225 Teaching Adolescent Students
Emphasizes the importance of developing special skills, competencies, and understandings for teaching middle school and high school students. Prerequisite: Education 210 or any Psychology or Sociology and Anthropology course.

325 Seminar in Teaching and Learning through the Arts
Through reading, discussion, and hands-on experience, students will learn about the artistic process as a fundamental mode of inquiry and problem-solving. Students will then examine ways in which the artistic process--as a complement to the scientific, mathematical, and historical process--can be integrated more systematically into the mainstream of elementary and secondary education. Seminar will include lecture/demonstration by artist-teachers in drama, music, and studio art. Prerequisite: Education 312 or permission of instructor.

330 Guidance Skills for Classroom Teachers
A learning experience in the development of practical skills, such as values clarification, and group and individual counseling techniques. The focus is on fostering human relations in the classroom.

ENGLISH

‡Professor Rosemary E. Cowler: *English Literature. Late Renaissance and Eighteenth Century.*
Professor Richard Mallette (Chairperson): *English Literature. The Renaissance.*
Associate Professor Robert M. Greenfield: *Comparative Literature. Modern Literature.*
Associate Professor Judith Eilene Brown Harmon: *American Literature. African American Literature. Gender Studies.*
††Associate Professor Diane M. Ross: *English Literature. Medieval and Renaissance Literature. Gender Studies.*
Associate Professor Benjamin Goluboff: *American Literature. Nineteenth Century Literature.*
**Assistant Professor Philip Simmons: *American Literature. Writing Fiction. Theory.*
Instructor Timothy Muskat: *English Literature. Nineteenth Century Literature. Writing Poetry.*
Lecturer Kristina Bross: *Composition.*
Lecturer Bernice E. Gallagher: *Director of Writing Programs.*
Lecturer Arthur H. Miller, Jr.: *Composition.*
Lecturer Jacqueline Perret: *Composition. Nonfiction Writing.*
Lecturer Ted Schaefer: *Composition. Nonfiction Writing.*

The Department of English offers courses central to liberal arts education, not only for English majors but also for other students who wish to enrich their understanding of literature and language and to develop their skills as readers and writers. These are skills essential to leading constructive and imaginative lives. They also provide preparation for careers in law, teaching, publishing, advertising, communications, business--for any work that requires the ability to read, to write, and think well. The department provides a range of courses for all students in the College. Writing courses include English 100, 230, 240, 241, 242, 330 (some writing courses require the submission of a writing sample to the instructor). Literature courses designed for freshmen include English 175 (designed for prospective majors) and many 200 level courses. With the exception of 100 and Freshman Studies, all English courses are open to upperclass students of all majors.

The department has designed a curriculum for English majors that reflects our commitment to the study of literature as well as writing. Hence we offer two areas of concentration: a literature track or a writing track. Both are grounded in a study of literary tradition. All majors learn how to read and interpret complex texts, how to relate one text to another and to a tradition, how to read texts within historical and

‡Director of the Graduate Program in Liberal Studies.
††Sabbatical Leave of Absence, Fall 1994.
**Hotchkiss Leave of Absence, Fall 1994.

multicultural contexts. We offer literature courses organized in various ways, focusing on historical periods, single authors, literary types, thematic issues, minority literatures, gender issues. Majors who choose the writing track select their courses from a variety; they elect to focus on either imaginative or non-fiction writing.

After choosing either a literature track or a writing track, students continue to diversify and deepen their study in advanced courses appropriate to the track.

LITERATURE TRACK REQUIREMENTS

1. Classics of Literature Sequence (to be taken in chronological order)
210 (Masterpieces of Ancient and Medieval Literature);
211 (English Literature I); 212 (English Literature II)

2. Two period courses from 300, 301, 302, 303, 304, 305, 306, 307, 400, 401, 402, 403, 404

3. One course from 203, 204, 220, or a third course listed above in 2

4. 450 (Theory of Literature)

5. At least two electives to complete a nine course minimum for the major

WRITING TRACK REQUIREMENTS

1. Classics of Literature Sequence to be taken in chronological order
210 (Masterpieces of Ancient and Medieval Literature);
211 (English Literature I); 212 (English Literature II)

2. One course from 203, 204, 220, 300, 301, 302, 303, 304, 305, 306, 307, 400, 401, 402, 403, 404

3. The Writing Courses
For Imaginative Writers: 240 or 241 or 242 then 340 and 440
For Nonfiction Writers: 230, 330, 440

4. At least two electives to complete a nine course minimum for the major

Freshmen considering an English major are advised to take English 175. Once a major has been declared, the student will consult with an departmental advisor and work out an appropriate study program. Majors in the literature track who plan to do graduate work in literary studies should consult with their advisors and orient their programs toward the period courses have a reading knowledge of at least one modern foreign language, preferably French or German. All students must attain a 2.33 grade point average in the required Classics of Literature Sequence to be eligible to continue the major. Special studies courses in which topics may vary from year to year (223, 326, 350, and 400), may be taken more than once, but majors may count them only once toward the nine course minimum for the major.

100 English Composition
Fall, Spring *Staff*
Designed for freshmen and other students (upon consultation with the Director of the Writing Center) to achieve effective expository and argumentative prose. Frequent papers will develop basic writing and research skills. (Does not apply toward the major. Not open to upperclassmen.)

101 Writing Center Tutorial
Fall, Spring *Ms. Gallagher*
To improve expository writing skills, students will meet individually with the Director of the Writing Center each week for two semesters; one course credit to be granted upon completion of the second consecutive term. Assignments will vary with individual needs. (Does not apply toward the major.)

175 Introduction to Literary Studies
Fall, Spring *Ms. Cowler, Ms. Harmon, Ms. Ross*
Designed to introduce prospective majors to English studies. Primarily for freshmen but also for others who wish to acquire useful skills as readers and writers by developing critical abilities in studying literature. (Does not apply toward the major.)

175-1 Introduction to Literary Studies: Nineteenth Century American Women Writers
Fall *Ms. Gallagher*
An Examination of women's fiction writing as both social record and literary art, recreating the context in which these works were written, to include religious beliefs, social practices, and economic/political environment. It raises issues of culture, history, and gender, explains the relationship of these works to their nineteenth century audience and to present-day readers as well, and discusses the place of this work in the canon of American literature. (Does not apply toward the English major. Cross-listed as FS 175-1 and CL 175-1. Meets Gen. Ed. Fresh Writing Requirement)

175-2 Introduction to Literary Studies: Reading the Genres
Fall *Mr. Goluboff*
This course is an overview of the major genres--fiction, poetry, and drama--in the Anglo-American literary tradition. Students in the course will be encouraged to read critically, to read with an undertanding of the dynamics of literary form, and to read with a view to building interpretive arguments about the texts under consideration. Critical writing will also be stressed. Requirements for the course include several formal research papers and the preparation of an annotated bibliography. (Does not apply toward the major. Cross-listed as F. S. 175-2. Meets Gen. Ed. Fresh. Writing)

204 American Literature II: Studies in Nineteenth Century American Literature
Fall, Spring *Mr. Goluboff*
Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain.

205 American Literature III: Studies in Twentieth Century American Literature
Mr. Simmons, Mr. Goluboff
Spring
Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

210 Masterpieces of Ancient and Medieval Literature
Ms. Cowler, Ms. Ross
Fall, Spring
The origins of Western literary tradition traced through such classic figures as Homer, Virgil, and Dante. A survey of major English literary texts, culminating in Chaucer. (Cross-listed as Comp. Lit. 199. Meets Gen. Ed. Humanities Requirement)

211 English Literature I: The Renaissance and Eighteenth Century
Mr. Mallette
Fall, Spring
The continuation of the Classics of Literature Sequence, focusing on such major figures as Shakespeare, Milton, Swift, and Pope, seen against the developments and traditions of the two periods. (Cross-listed as CL 200. Meets Gen. Ed. Hum. Require)

212 English Literature II: The Nineteenth and Early Twentieth Centuries
Mr. Greenfield
Fall, Spring
The third in the Classics of Literature Sequence, from the Romantics through Modernism, seen against the developments and traditions of the last two centuries. (Cross-listed as Comp. Lit. 201. Meets Gen. Ed. Humanities Requirement)

215 Myth and Literature
An examination of the ways in which literature derives from, alters, and creates myth. Readings drawn from the Bible, classical mythology, Arthurian legend, medieval and modern literature. (Cross-listed as CL 215. Not offered in 1994-95.)

216 African American Literature I *Ms. Harmon*
Fall
Beginning with the late eighteenth century and ending with the years preceding World War I, this course includes works by Wheatley, Equiano, Cooper, Paul Dunbar, and DuBois. (Cross-listed as CL 218. Meets Gen. Ed. Cult. Div. Require.)

217 African American Literature II *Ms. Harmon*
Spring
An examination of literary works dating from the Harlem Renaissance to the present--including such writers as Toomer, Hughes, Hurston, Wright, Brooks, Dove, and Wilson. (Cross-listed as Comp. Lit. 217. Meets Gen. Ed. Cult. Div.Requirement)

220 Shakespeare *Mr. Mallette*
Fall, Spring
Selected plays to show Shakespeare's artistic development; intensive analysis of major plays.

222 Introduction to Folklore
Spring *Mr. Greenfield*
Introduction to various folklores--fables, riddles, tall stories, fairy tales, trickster tales, legends, folk songs, superstitions and magic formulas--and an exploration of present-day literary and popular use of folklore. (Cross-listed as CL 222.)

223 Literary Types and Traditions: Multicultural Literature
Spring *Ms. Harmon*
An examination of literary works by African Americans, Native Americans, Hispanic Americans, Asian Americans, and other minority writers such as gays and blue-collar workers. (Cross-listed as Comp. Lit. 223. Meets Gen. Ed. Cult. Div. Requirement)

225 Women and Literature
Spring *Ms. Ross*
A study of how gender has affected the production and reception of literature. Emphasis on women writing in English between 1800 and the present. Attention paid to the representation of women in writings by men. Writers covered may include Austen, Bronte, Dickinson, Woolf, Plath and more recent authors. (Meets Gen. Ed. Cultural Diversity Requirement)

230 Nonfiction Writing
Fall, Spring *Ms. Perret, Ms. Gallagher*
The practice of writing nonfiction for various audiences. Students write essays, book reviews, argumentative papers, and investigative/feature articles. Emphasis on organizational strategies, tone, and clarity of prose, as well as structure of the language. The class includes lectures, group discussion, and workshop. Intended for sophomores and other students who have had at least one other English course. Open to others by permission of instructor.

240 Creative Writing: Fiction
Spring *Mr. Simmons*
A beginning course in the craft of the short story. Group discussions and individual conferences. Prerequisite: Approval of a writing sample.

241 Creative Writing: Poetry
Fall *Mr. Muskat*
A course in the craft of poetry. Group discussions and individual conferences. Prerequisite: Approval of a writing sample.

242 Creative Writing: Playwriting and Screenplay Writing
Spring *Ms. Mason*
A beginning course in the craft of dramatic writing. Problems of writing for screen and stage will be studied. Group discussions and individual conferences. Prerequisite: Approval of a creative writing sample. (Cross-listed as Theatre 242.)

250 Contemporary Literature *Mr. Greenfield*
Fall, Spring
A variety of writings from mid-twentieth century to the present; selections drawn not only from mainstream English and American authors but also from literature by minorities and foreign writers. (Cross-listed as Comp. Lit. 250.)

300 Medieval Studies: The Chaucerian and Arthurian Traditions
This course will consider two overlapping traditions of medieval narrative: the courtly romance culminating in Malory's *Le Morte D'Arthur*, and the realistic or bourgeois narrative characteristic of Chaucer. Readings will also explore the continental roots of the English masterpieces, including selections (in translation) from Boccaccio, Chrétien de Troyes, and *The Romance of the Rose*. Prerequisite: English 210. (Cross-listed as Comp. Lit. 300. Not offered in 1994-95.)

301 The Renaissance: Age of Experiment
A study of Renaissance literary art in prose, poetry, and drama, culminating in the great Elizabethans. (Not offered in 1994-95.)

302 John Donne and his Contemporaries *Ms. Cowler*
Spring
Literature of the earlier seventeenth century with close study of works by Donne, Herbert, Jonson, Burton, Browne, and others in the baroque tradition. Prereq: Eng. 210, 211.

304 The Romantic Period *Mr. Muskat*
Fall
Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era.

305 Victorian Literature
Masterpieces of fiction, nonfiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age. (Not offered in 1994-95.)

307 Women Writers: Austen, Wharton, Woolf
Detailed study of several novels and other writings by each author. Attention paid to historical context and to feminist theories of literature. (Not offered in 1994-95.)

321 Modern Fiction *Mr. Greenfield*
Fall
An exploration of modern fiction as it has developed in the late nineteenth and twentieth centuries--including such writers as Dostoevsky, Joyce, Lawrence, Kafka, and Hemingway. (Cross-listed as Comparative Literature 321.)

326 Interdisciplinary Studies: Postmodernism
A study of postmodernism as an international literary movement and also as a means of understanding contemporary culture. The course focuses on novels of the past three decades by American, Latin American, and European authors, and compares postmodernist fiction with related developments in architecture, the visual arts, and the mass media. (Not offered in 1994-95.)

330 Advanced Nonfiction Writing
Spring *Mr. Muskat*
Emphasis on writing the personal essay and other kinds of creative nonfiction, i.e., film reviews, travel and descriptive writing. Students will complete at least one lengthy writing project of their own devising. Workshop, group discussion, and conferences. Prerequisite: English 230.

340 Writing Workshop
Fall *Mr. Simmons*
An intermediate creative writing course for skilled and experienced students who want increased proficiency. Prerequisite: English 240 or 241 or 242.

350 Junior Colloquium: William Faulkner, Vladimir Nabokov, Toni Morrison
Important novels by three twentieth-century American novelists. A study of modernist and postmodernist innovations in narrative form. (Not offered in 1994-95.)

351 Junior Colloquium: Gender and Literature
Fall *Ms. Harmon*
Novels by English and American women who come from a range of social, economic and ethnic experiences. Special emphasis on close reading and theoretical analyses. (Meets Gen. Ed. Cultural Diversity Requirement)

400 Major British and American Authors: Herman Melville
An advanced seminar examining Melville's fiction and poetry in the context of nineteenth century American culture. Readings will include *Typee, Moby Dick, Israel Potter,* and "Battle Pieces." Prerequisite: English 204 and significant progress in the Classics of Literature Sequence. (Not offered in 1994-95.)

401 Major British and American Authors: John Milton
An intensive study of the poetry of Milton, with extended attention to *Paradise Lost.* Emphasis upon the classical and Judeo-Christian context of Renaissance culture. Prerequisite: English 210, 211. (Not offered in 1994-95.)

402 Major British and American Authors: Chaucer
An advanced course including study of *The Canterbury Tales.* Emphasis on Chaucer's earlier masterpiece *Troilus and Criseyde* as well as his dream-vision poems. Prerequisite: English 210. (Not offered in 1994-95.)

403 Major British and American Authors: Emily Dickinson
Mr. Goluboff
Fall
An advanced seminar on the poetry and letters of Emily Dickinson. Emphases on the cultural context of Dickinson's work and its critical reception. Prereq: Eng 204.

404 Major British and American Authors: Henry James
Mr. Muskat
Spring
An intensive seminar devoted to the fiction and aesthetics of Henry James. Readings will include the novels *The American, Daisy Miller, The Portrait of a Lady, The Bostonians, What Maisie Knew, The Ambassadors,* and *The Wings of the Dove;* selected short fiction; and various critical prefaces and letters. Group discussion, individual presentations, short papers, and end-of-term project. Prereq: English 212.

440 Advanced Writing Seminar/Tutorial
Mr. Muskat
Spring
An advanced course in which each student completes a Senior Writing Project: a portfolio of work in either poetry, fiction, drama, or non-fiction prose. Group discussion and individual conferences. Intended for senior majors in the Writing Track. Prereq: a) one course from Eng. 230,240,241, or 242; and b) Eng. 330 or 340.

450 Theory of Literature
Mr. Simmons
Fall
Important critical modes and approaches to literature; an integrating experience for the senior major. (Cross-listed as Comp. Lit. 400.)

English Courses Offered Less Frequently (Not offered in 1994-95.)

203 American Literature I: Early American Literary Culture
The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics.

208 European Classics of the Late Eighteenth and Nineteenth Centuries
Readings in major nineteenth century and early modern authors e.g. Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, Ibsen and Mann. (Cross-listed as CL 208.)

224 Special Studies
Intensive analysis of the works of important literary figures or the detailed study of a single major work.

228 Introduction to Film Studies
A study of the translation of certain classics of literature into film. Can a great novel become a great film? What are the technical advantages and limitations of each genre, and how do they influence the decision of artists working across the media? Method: reading the novels and watching the films. (Cross-listed as Comp.Lit. 228.)

303 The Age of Satire: The Pope-Swift Circle
Principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan.

306 The English Novel
Development of the novel; representative works by major figures from Defoe through Conrad.

322 Modern Poetry
Major figures in English and American poetry of this century.

ENVIRONMENTAL STUDIES

Mr. Kelly (Chairperson), Mr. Weik, Ms. Woodbury

Interest in matters related to the health of our global environment has created a need for persons with broad backgrounds and training in the environmental sciences and allied areas such as politics, economics, foreign studies (language and culture), mathematics, and sociology. The Environmental Studies curriculum is designed to fulfill these needs by exposing the student to a variety of required experiences while maintaining flexibility in personal program planning through a number of elective offerings.

MAJOR REQUIREMENTS

Biology 151 (Biology of Cells)
Biology 152 (Biology of Organisms)
Biology 190 (Global Issues)
Biology 251 (Biology of Populations and Ecosystems)
Chemistry 110 and 111 (General Chemistry)
Economics 110 (Principles of Economics)
Mathematics 150 (Introduction to Probability and Statistics) *or*
Economics 130 (Economic Statistics)
One course in Politics above the introductory level, to be determined in consultation with the Environmental Studies Committee

ADDITIONAL MAJOR REQUIREMENTS

The student should elect at least five additional courses to satisfy the major. To ensure a depth of experience in at least one area, four of these courses must be taken in a single discipline, e.g., biology, chemistry, politics, etc. (freshman or introductory level courses cannot be counted); these courses are to be selected with the approval of the Environmental Studies Committee. (Minor adjustments in the program are possible but must be approved in advance by the Committee.) Examples of such courses are contained in the following list:

Biology 320 (Microbiology)
Biology 382 (Marine Biology)
Biology 383 (Freshwater Ecology)
Chemistry 220, 221 (Organic Chemistry)
Chemistry 300 (Biochemistry)
Economics 240 (Urban Economics)
Economics 340 (Environmental and Natural Resource Economics)
Sociology and Anthropology 251 (Cultural Ecology)

Environmental Studies majors are encouraged to broaden their training by earning one or more credits in independent study and/or an off-campus internship. Additional enrichment can be achieved by participating in ACM-sponsored programs such as the Wilderness Field Station Program in northern Minnesota (summer) or the Tropical Field Research Program in Costa Rica (second semester).

Students electing the Environmental Studies major must choose a member of the Environmental Studies Committee for academic advising.

programs present a balance of courses in culture, advanced or specialized language study, and literature. A grade of *C* or better is required for credit in all major courses. For a description of honors requirements, see the section titled *Honors in the Major.*

FRENCH

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 300 (French 330) or 400, or French literature in translation. The Paris internship program offers fours credits, applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

GERMAN

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 201 or German literature in translation.

SPANISH

Majors have the option of replacing two courses with selections from the linguistics program, Foreign Civilization 302 (Spanish 337) or 410, or Spanish or Latin American literature in translation. The Santiago internship program offers fours credits, applicable to the major. The two credits for internship work may also be applied to another major, when approved by the major department.

Foreign Civilization

300 France and the French World
Fall *Staff*
This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics and society in France and in the French-speaking world. Prerequisite: Junior standing. (Cross-listed as French 330)

302 The Latin American World
Spring *Mr. George*
Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. (Cross-listed as Spanish 337.)

400 Seminar on French Society and Culture
Fall (Paris, France) *Staff*
This course will combine classroom study with visits to cultural, political, educational and economic institutions. It will be organized along thematic lines to deal with such topics as the following: the French political tradition, education in modern France, the French economy in the European Economic Community, religion in France, the Parisian metropolis. (Offered only in Paris.)

410 Chile in the Twentieth Century
Fall (Santiago, Chile) *Staff*
This course, offered in Spanish at the Pontificia Universidad Católica de Chile for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: 1) Chile from the end of the nineteenth century to the beginning of the twentieth century; 2) Chile from 1950 to 1973; 3) Chile: current problems and perspectives. Topics to be covered include: history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973-1988), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Spanish 410.)

Foreign Civilization Courses Offered Less Frequently (Not offered in 1994-95.)

201 The German-Speaking World
The culture, life and letters of the Federal Republic of Germany and the former east Germany, Austria, and Switzerland, in the context of the geography and history of Central Europe. Taught in English, with reading selections, films, and other visual materials. No prerequisite in German, but students who know some German will be able to work with bilingual materials.

French

110, 112 Beginning French I, II
Fall, Spring *Ms. Hahn, Staff*
French 110 is designed to develop the student's ability to listen to, speak, read and write basic controlled patterns of the French language. French 112 is a continuation of 110 and culminates in readings, class discussions and free composition to provide facility with the spoken and written language and insight into its structure.

210 Intermediate French
Fall *Mr. Garneau*
A course designed to afford the student a systematic review of all the basic elements of French grammar, implemented with readings, exercises and drills, with a view to preparing the student for more sophisticated courses in language and literature. Classroom work supplemented by laboratory exercises. The equivalent of one year of college French is a prerequisite.

212 Advanced Intermediate French: Literary Emphasis
Spring *Mr. Garneau*
A course designed to initiate the student to critical reading and thematic discussion of selected works of French fiction and expository prose. This course includes a strong emphasis on writing; a review of grammar topics, vocabulary building and the organization and presentation of ideas in written form in French will be emphasized through a variety of writing assignments related to the literature studied.

220 Conversation and Composition
Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, exchange of ideas. Sketches, exposes, dialogues and discussions will constitute the bulk of classroom activities. (Not offered in 1994-95.)

250 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama, to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events and the questions of language, cultural association and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as Comp.Lit. 204 and Lit. in Translation 201. Not offered in 1994-95.)

300 Introduction to Analysis of French Texts
Fall *Staff*
This course is designed to prepare students for serious reading and analysis of literary texts in French. It will be an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts will be chosen from among the three major literary genres: poetry, prose, drama. All lectures, discussion, and assignments are in French. Prerequisite to all literature courses. (Meets Gen.Ed. Cult.Div. & and Soc.Sci. Requirement.)

301 Medieval to Romantic
Fall *Mr. Garneau*
A topical survey of major French writers and literary movements from the medieval to the romantic period. Readings may be chosen to focus attention on a particular theme or problem linking different periods and styles. Among the authors studied: Villon, Rabelais, Montaigne, Pascal, Descartes, Voltaire, Diderot, Rousseau. (Meets Gen. Ed. Social Science Requirement.)

302 Modern Period
A study of the literary movements and figures which have characterized the nineteenth and twentieth centuries, an age of individualism, industrialism and the Great Wars, with a special emphasis on particular themes or problems. (Meets Gen. Ed. Cult. Div. and Social Science Requirement. Not offered in 1994-95.)

305 Introduction to French Culture
Spring *Ms. Sinclair*
Study of the language through an introduction to the wealth and diversity of the French speaking world. The course aims at familiarizing the students with culture, life, and letters, while enriching their understanding of the language. Prereq: French 212 or 220. This course may not be taken by students who have taken literature or culture courses taught in French above 305. (Meets Gen. Ed. Soc.Sci. Requirement)

310 Topics in Linguistics
This course will cover such topics as: phonetics, morphology, syntax, lexicology and semantics. It will be an introduction to these systems in their application to the French language. Prerequisite: French 212 or 220. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

311 Grammar, Syntax and Style
Fall *Ms. Sinclair*
Preparation for graded writing exercises and free composition through study of sentence structure. Complete review of grammar. Translation of excerpts from accomplished French encourages development of appropriateness in choice of words, and sense of style. Prereq:Fren 212 or 220. (Meets Gen. Ed. Soc.Sci.Require.)

312 Oral Proficiency
Spring *Ms. Hahn*
Oral and written work for students who have already reached an intermediate level of competency in oral and written expression. This course will deal with familiar and formal French. Vocabulary and idioms are taught in a conversational context. Students will familiarize themselves with the expressive gestures used by the French and the colloquial expressions that accompany them. Prerequisite: French 212. (Meets Gen. Ed. Social Science Requirement.)

315 Technical and Literary Translation
Spring *Ms. Hahn*
An introduction to the theories and practice of translation from French to English and English to French. Students will familiarize themselves with vocabulary used in newspaper and magazine articles on current topics of interest (politics, the economy etc.), in advertising, in cartoons and in selected poetry and prose. The arts of interpreting and dubbing or subtitling will also be explored. Prerequisite: French 311.(Meets Gen. Ed. Social Science Requirement.)

320 French for International Affairs
This course offers a basic grasp of the political, economic and social systems of contemporary France. It provides an understanding of cultural differences and similarities, and prepares students to follow and discuss French affairs intelligently. Concurrent emphasis on vocabulary building, conversation practice and acquisition of expressions and idioms necessary for everyday transcultural contact. Particularly recommended for students who are thinking of careers in economics, business, politics and international relations. Prereq: French 311 or consent of instructor. (Offered in alternate years. (Meets Gen.Ed. Soc.Sci.Require. Not offered in 1994-95.)

330 France and the French World
Fall *Staff*
This colloquium is taught in English and will cover a variety of topics. Its purpose is to familiarize students with the civilization, culture, history, politics and society in France and in the French-speaking world. Prerequisite: Junior standing.
(Cross-listed as For.Civ. 300. Meets Gen. Ed. Cultural Diversity Requirement)

340 Advanced French for International Affairs
Fall (Paris, France) *Staff*
An intensive conversation, composition and vocabulary building course. Offered in Paris for the students participating in our International Internship Program. After the first four weeks, the course will concentrate on problems of communication students encounter on the job. Prerequisite: French 320. (Meets Gen. Ed. Soc. Sci. Requirement)

355 Play Production in French
The course comprises the staging of scenes from French plays. No theatrical experience of any kind is necessary to participate. The course consists of intensive practice in French diction, rehearsals to create group unity and confidence, readings in French and/or Québécois drama or comedy, and the staging of scenes at the end of the semester. The course provides intensive practice in all phases of spoken French and insights into the literature and culture of the French-speaking world. Prerequisite: any 300 or 400 level French course. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

360 French Novel
Spring *Mr. Garneau*
Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. Prerequisite: French 300. (Meets Gen. Ed. Social Science Requirement)

370 French Poetry
An analysis of works representative of crucial moments in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit. Prerequisite: French 300. (Meets Gen. Ed. Soc. Sci. Require. Not offered in 1994-95.)

430 French Authors
Spring *Ms. Sinclair*
The work of selected French writers, studied in depth. 1995: Literature of the South. (Meets Gen. Ed. Social Science Requirement)

480 Seminar
An intensive investigation of a significant literary or linguistic problem. Topics include Business French. Offered as required. (Meets Gen. Ed. Soc. Sci. Require.)

490 Internship
Mr. Garneau
On-site training in spoken and written French. Students are assigned to such organizations as the French Government Tourist Office, The Alliance Française, the Services Culturels Français all located in Chicago. (Meets Gen. Ed. Social Science Requirement)

494 Senior Thesis
The thesis allows students to do in depth research and to develop an original thesis on a topic in French literature, literatures of the French speaking world, French civilization, or linguistics. Exceptional theses may earn honors. (Offered as required. Meets Gen. Ed. Social Science Requirement.)

French Courses Offered Less Frequently (Not offered in 1994-95.)

350 French Theatre
A close reading and discussion of several plays designed to give a clear sense of the development and richness of French theatre. Emphasis is placed on literary history, esthetics, and special questions in dramatic theory. May be repeated for credit.

400 Special Studies: Introduction to Québec Literature
This course will provide an overview of the development of Québec literature in French during the twentieth century. Reading selections include poetry, prose and drama. Literary themes such as provincial independence, the status of the French language and the changing Québec mentality are addressed. Prerequisite: French 300.

401 Special Studies: The Role of Women in African Literature of French Expression
This course will address various roles (social, symbolic, historical) with which the women of Africa have been associated in twentieth century Arab and Black African poetry and prose (in French) by both women and men. Critical texts explaining cultural attitudes and practices supplement the literature. Prerequisite: French 300.

410 Creative Composition and Stylistics
Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama.

415 Dialects and Dialectology--Provençal, Québécois, Créole
An introduction to the study of dialects and dialectology. Starting with a knowledge of standard French, students will learn how to read dialectal texts and study phonological, lexical and syntactic variations. Prerequisite: Linguistics 101.

French Civilization

Advisors: Mr. Garneau (Chairperson), Mr. Georges, Ms. Sinclair

This sequence is an interdisciplinary approach to France and the French World, including Québec and other French-speaking areas. It draws upon faculty in several social science and humanities departments who have extensive experience in the French world. The program consists of a sequence of five courses. Successful completion of this course sequence will be recorded on the student's transcript.

1. History 218 (Modern France)
2. Two courses taken from the following:
   Art 217 (Nineteenth Century Art); Politics 210 (European Politics)

380 German Literature III: Twentieth Century: Expressionism to the Present
The last of the sequence, focusing on the twentieth century with special emphasis on literary development in the Federal Republic of Germany, the former Democratic Republic of Germany, Austria and Switzerland. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

400 Special Studies
One author, theme, movement or group of works in German literature studied in depth. (Offered as required. Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

410 Creative Composition and Stylistics
Practice in writing and revision of expository prose. Free composition, stylistic analysis, exercises in translation. The format is flexible and will be adjusted to serve the goals of enrolled students. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

480 German Seminar
An intensive investigation of a significant topic in literature, literary criticism, literary theory of linguistics. Topics to be announced. (Meets Gen. Ed. Social Science Requirement. Offered as required.)

490 Internship
Mr. Gray
On-the-spot training in spoken and written German. Students are assigned to such organizations as the German Government's Tourist Office or the German Chamber of Commerce, all located in Chicago.

494 Senior Thesis
For students who wish to graduate with honors. The thesis allows the students to do in depth research and to develop an original thesis on a topic in literatures of the German-speaking world, German, Swiss or Austrian civilization, or linguistics. (Offered as required. Meets Gen. Ed. Social Science Requirement.)

German Courses Offered Less Frequently (Not offered in 1994-95.)
305 Culture of the German-Speaking Countries
The culture, life and letters of the Federal Republic of Germany, the former German Democratic Republic, Austria, and Switzerland, in the context of the geography and history of Central Europe. Reading selections, musical recordings, films, and other visual materials.

310 Topics in Linguistics
This course introduces the student to the field of linguistics as applied to German. It involves historical (diachronic) and descriptive (synchronic) approaches to linguistics. Selected topics will include: German morphology; analysis of the formal sound of German based on articulatory and acoustic features; the history of German as it evolved from Indo-European. The course will consist of, inter alia, texts of Old High and Middle High German and New High German, including dialects.

311 Advanced Grammar and Translation
Study of grammatical structures as preparation for writing in a sophisticated style. Methods and techniques of translation and practice in translating from English into German and from German into English. Prereq: Germ 212 or 220, or consent of instructor.

312 Oral Proficiency
Intensive practice in directed and free conversation on various subjects that reflect the interest of the participants. Concentrated study of idioms, everyday spoken German and selected grammatical patterns and paradigms needed for oral proficiency. Discussions, debates, dialogues, and sketches constitute essential parts of the course; equally diverse supporting materials will be drawn from newspapers, magazines, and films. Prerequisite: German 220 or equivalent, or consent of instructor.

315 Technical Translation
An introduction to the theories of translation. Students familiarize themselves with the vocabulary of technical texts dealing with business, law, politics, art, literary criticism, mathematics and philosophy. Prerequisite: German 212 or equivalent.

320 German for International Affairs
An introduction to the specialized vocabulary and styles that are peculiar to the conversational and written German of international affairs. Vocabulary building, practice in conversation and acquisition of expressions and idioms necessary to handle oneself competently in everyday transcultural contacts. Particularly recommended to students whose career goals are economics, business, politics, and international relations.

350 The Modern German Theatre
Works by leading playwrights in the context of changing styles and trends in stage production, from Naturalism to the present decade: Hauptmann, Wedekind, Schnitzler, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others.

415 Dialects and Dialectology--Low German, Bavarian, Alemannic
A study of lexical, phonetic, and syntactical attributes of the dialects of Low and High German, e.g., Bavarian, Alemannic, Frisian, etc. Starting with the knowledge they have acquired of Standard High German, students will learn how to read and analyze texts in various dialects of High and Low German. A cursory examination of other West Germanic languages from the point of view of High German. Prerequisite: Any 300-level class in German.

Japanese

110, 112 Beginning Japanese I, II
Fall, Spring *Staff*
An introduction to the forms of spoken Japanese. Most of the fundamental structures are covered in the first two semesters (Japanese 110 and 112), together with writing practice in the *hiragana* syllabary and some basic *kanji*. 112 is a continuation of 110. Lab work is an integral part of the series.

205 Modern Japanese Prose in Translation
Spring *Mr. Carnes*
This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ibuse, Murakami and others will be read. Some consideration will be given to dramatic forms and *setsuwa*-like works. Emphasis will be put on literature, but background studies will be used better to place the literature into its context and to describe the relationship of modern Japanese literature to world literature. (Cross-listed under Foreign Languages as Literature in Translation 205 and Comparative Literature 211.)

210 Intermediate Japanese
Fall *Mr. Carnes*
This course is designed to continue the fundamentals of Japanese conversation begun in the first year series, Japanese 110 and 112, and to continue work on reading and writing the language. Extensive oral practice and conversation exercises are stressed. Classes meet daily and these class meetings will be supplemented with work in the language laboratory and daily written work. Mechanics include daily attendance and daily written homework to be submitted. There are weekly quizzes, a mid-term and a final, all with both a written and an oral component.

212 Advanced Intermediate Japanese
Spring *Mr. Carnes*
A continuation of the Japanese language fundamentals begun in Japanese 110, 112, and 210. Extensive practice in oral expression and inoreasingly stronger emphasis upon reading and writing, with an extensive use of audio and video materials. Mechanics include daily attendance and daily written assignments. There are weekly quizzes, a midterm and a final, all with both an oral and written component.

220, 222 Conversational Japanese I, II
Fall, Spring *Ms. Anno*
Practice in oral proficiency in group conversational contexts and other exercises in spoken Japanese. Idioms, colloquial and polite forms, and contrasts with the written language will be stressed. Classroom discussions of contemporary texts and practical social situations will be balanced with a review of structures. Prerequisite: Completion of Japanese 210-212 (or current enrollment in that sequence).

225 Introduction to Japanese Folklore
This course is designed to introduce the student to the folklore, the traditional materials and culture, of Japan. It will cover orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales), games and recreations, practices, ritual behavior, and other overt manifestations of folk belief system--in short the folklore of the nation in selected forms. In addition to the general folklore of Japan, special attention is focused upon a few subjects: for festivals, the Gion Matsuri is studied, games and recreations are highlighted by two children's games, religious practices by a study of the 49th day memorial service for the dead, customary action by the folklore of tea, and the use of folktales in modern-day commercials underlines the traditional folktales of Japan. (Cross-listed as Lit.in Translation 225 and as Comparative Literature 225. Not offered in 1994-95.)

310, 312 Advanced Japanese I, II
This course is designed to complete the study of the basic structures of Japanese and to provide an intensive beginning toward reading and writing Japanese. Classroom work in structures and drills will be supplemented with language laboratory work and weekly writing assignments. Mechanics also include daily conversational and guided writing practice, *kanji* work and further work on idioms of sexually dimorphic grammar. (Meets Gen.Ed. Social Science Require. Not offered in 1994-95.)

320 Japanese Religion and Culture
This course is an introduction to the main currents of Japanese religion as they intersect with specific features of Japanese culture. Shintō, Buddhism and other religious systems will be studied with special reference to their reflexes, such areas as art, literature, and music on the one hand, and governmental forms, societal movements, kinship relations and the like, on the other. Selected topics include: folk religion and the festival, and the so-called "new religions" and their impact on modern Japanese society. (Meets Gen. Ed. Soc.Sci. Requirement. Not offered in 1994-95.)

410/412 Reading and Writing Japanese
Japanese 410 and 412 are designed to accommodate students who have already worked through the first three years of training in Japanese or who have otherwise worked through the basic structures of Japanese. In these courses, the student will begin an intensive study of the writing system of Japanese. The focus will be upon reading newspaper materials and short prose pieces and will concentrate upon learning some 500-600 new *kanji* and practicing structures peculiar to written Japanese as opposed to spoken forms. (Meets Gen. Ed. Social Science Requirement. Not offered 1994-95.)

Linguistics

101 Descriptive Linguistics
Principles and techniques of descriptive linguistics as seen through different schools of linguistics, from structuralism to modern transformational and stratificational theories. Taught in English. (Not offered in 1994-95.)

109 Common Ancestry: The Evolution of Europe's Languages
Once upon a time almost all of the languages of Modern Europe--English, German, French, Greek, Russian, etc.--were a single language family. How did they come to be so different today? Factors such as historical events and social change have played a considerable role, but it is the very nature of language itself to change. We will look at some basic principles of linguistics, consider in broad outline the history of Europe, and call on the experiences of New World immigrants, to examine and help illustrate how languages evolve. No knowledge of any foreign language is necessary. (Not offered in 1994-95.)

Linguistics Courses Offered Less Frequently (Not offered in 1994-95.)

201 Linguistics and Literature
A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of Transformational Grammar, Stratificational Grammar and Tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. No prerequisite. Taught in English. (Cross-listed as Comparative Literature 101.)

Literature in Translation

(All courses cross-listed under Comparative Literature)

201 French Literature in Translation: Québec Literature
This course will provide students with an overview of Québec literature in the twentieth century (poetry, prose, drama, to include such well-established writers as Roy, Carrier, Thériault, Hébert). The literature will provide a forum for discussion of the history, current political events and the questions of language, cultural association and national identity in Québec. Both French and English copies of the texts will be available so that students may read course material in either language. (Cross-listed as Comparative Literature 204 and French 250. Meets Gen. Ed. Humanities Requirement. Not offered in 1994-95.)

202 Contemporary Spanish-American Narrative in Translation
Fall *Ms. Faber*
In the second half of the twentieth century, the narrative fiction of Spanish American writers exploded onto the international literary scene. This course focuses on the precursors of the so-called "boom" (Borges and others), its major figures (Cortázar, Fuentes, García Márques, Vargas Llosa and others), as well as its more recent counterparts (Isabel Allende and others). Special consideration is given to the aesthetic, historical and ideological importance of these authors and their works. (Cross-listed as Comp. Lit. 202. Meets Gen. Ed. Humanities Requirement)

203 Modern Masters of German Literature
The identity crisis of early twentieth century Europe reflected in the works of German writers: Hesse, Kafka, and Mann. Study of selected works (including *Steppenwolf, The Trial, Death in Venice*) and their relationship to contemporary trends in Central European culture. All readings, assignments, discussion and papers

are in English. May be repeated for credit. (Cross-listed as German 240 and Comparative Literature 203. Not offered in 1994-95.)

205 Modern Japanese Prose in Translation
Spring *Mr. Carnes*
This course will deal with modern Japanese prose in all its major forms. The major novels and short stories of Kawabata, Tanizaki, Mishima, Abe, Ibuse, Murakami and others will be read. Some consideration will be given to dramatic forms and *setsuwa*-like works. Emphasis will be upon literature, but background studies will be used to better place the literature into its context and to describe the relationship of modern Japanese literature to World literature. (Cross-listed as Japn 205 and Comp. Lit. 211.)

207 German Literature in Translation: The German Novella
Fall *Mr. Gray*
In German literature the novella constitutes a distinct form of literary art. Its development will be traced from Romanticism to contemporary literature, from E.T.A. Hoffman to Günter Grass. (Cross-listed as Comp. Lit. 212 and German 260.)

208 German Literature in Translation: The German Novel
Development of the German novel: representative works by Goethe, Fontane, Mann, Hesse, Kafka, Böll, Grass, Walser. Readings and discussion in English. No knowledge of German required. (Cross-listed as Comparative Literature 213 and German 250. Not offered in 1994-95.)

209 Brazilian Literature in Translation
A study of selected Brazilian authors from various literary movements and periods. Special consideration will be given to the historical and cultural context in which their works were written. Comparisons will be made with the literature of other Latin American countries. Students with a knowledge of Portuguese may work with bilingual materials. (Cross-listed as Comp. Lit. 209. Not offered in 1994-95.)

210 Don Quijote
This course will study Cervantes's comic masterpiece in English translation. Focus will be on Cervantes's art, on analytical perspectives, and on historical background. Comparisons will be made with reinterpretations of Don Quijote, such as films and drawings. (Cross-listed as Comparative Literature 210. Not offered in 1994-95.)

224 The Forms of Folklore
This course will introduce the student to the folkore forms in which traditional culture is found. These forms range from folk speech forms (jokes, anecdotes, legends, etc.) through various communal activities (festivals as an example of a macroform, or a matrix for simpler forms) to the more obvious manifestations of folk belief systems (religion, medicine, customary actions, etc.), and will concentrate upon general theories of traditional behavior and artifacts as well as a few special forms and their relationship to culture in general. This is an introduction to folkloristics and more general culture studies insofar as they deal with traditional materials. The

course will provide a solid base from which more complex or specialized folklore studies might be pursued. (Cross-listed as Comp. Lit. 224. Not offered in 1994-95.)

225 Introduction to Japanese Folklore
This course is an introduction to the folklore, the traditional materials and culture of Japan. It covers orally transmitted culture from *densetsu* (legends), *mukashibanashi* (other types of folktales), games and recreations, practices, ritual behavior, and other overt manifestations of folk belief system--in short the folklore of the nation in selected forms. In addition to the general folklore of Japan, special attention is given to a few subjects: the Gion Matsuri is studied for festivals, games and recreations are highlighted by two children's games, religious practices by a study of the 49th day memorial service for the dead, customary action by the folklore of tea, and the use of folktales in modern-day commercials underlines the traditional folktales of Japan. (Cross-listed as Japn 225 and as Comp. Lit. 225. Not offered in 1994-95.)

Russian

110, 112 Beginning Russian I, II
Fall, Spring *Mr. Gray*
An introduction to the Cyrillic alphabet, the pronunciation and grammar of Russian. The two-semester sequence will stress the four basic skills: reading, writing, listening, and speaking in order to provide the student with a basic command of the language. Laboratory exercises. Russian culture also constitutes a part of the course.

210, 212 Intermediate Russian
Fall, Spring *Mr. Gray*
Continuation of the study of the four basic skills begun in first-year Russian. The two-semester sequence includes more extra-textual readings (e.g., newspapers) and there is a greater emphasis placed on extensive conversation and composition. (Russian 210 in the fall and Russian 212 in the spring are offered as tutorials.)

310 Advanced Russian I
This course gives students further practice in listening, reading sophisticated texts, writing regular essays on a variety of subjects and advanced conversation. In addition to texts, there will be newspaper articles and other supplementary material such as films. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

312 Advanced Russian II
The course is a continuation of Russian 310. It offers the student additional practice at an advanced level in aural comprehension, reading, writing and conversation, and is more intensive than 310. (Meets Gen. Ed. Soc. Sci. Requirement. Not offered in 1994-95.)

Spanish

110, 112 Beginning Spanish I, II
Fall, Spring *Staff*
Spanish 110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. Spanish 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish speaking cultures. Lab work is an integral part of the series.

210 Intermediate Spanish
Fall *Mr. George*
Practice in reading contemporary fiction, expository prose, drama and poetry. Classroom discussions, guided and free compositions, review of grammar, lab exercises. Prerequisite: Spanish 112 or placement at the 210 level or higher.

212 Advanced Intermediate Spanish
Spring *Mr. George*
Practice in reading contemporary fiction and expository prose, drama, and poetry, to develop reading ease and accurate comprehension beyond the elementary and intermediate levels. Classroom discussion and guided compositions, review of grammar topics, and vocabulary building. Prerequisite: Spanish 210 or placement on the 212 level or higher.

220 Conversation and Composition
A course designed to afford the student who has completed the intermediate sequence or the exceptional student who wishes to advance at a more rapid pace with additional and intensive practice in conversational and writing skills. The students will be exposed to the contemporary language as it appears in a variety of mediums, from colloquial slang to formal, academic usage, both in written and oral discussions, essays, and creative projects. Prerequisite: Completion of the 110-112 sequence, with permission of the instructor; completion of the 210-212 sequence; or placement on the 212 level or higher, with permission of the instructor. (Not offered in 1994-95.)

300 Introduction to Analysis of Hispanic Texts
Fall *Mr. George*
The purpose of this course is to prepare the student for serious reading and analysis of literary texts in Spanish. The course will be an introduction to the concepts of literary criticism and the vocabulary of literary analysis. The course will introduce students to various methodologies, including close reading of texts and sociological and psychological approaches. Texts will be chosen from among the three major literary genres: poetry, prose fiction, and drama. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300/400 range. Prerequisite: 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305. (Meets Gen. Ed. Social Science Requirement)

310 Creative Writing in Spanish
Intensive work in creative original compositions of prose, poetry, and drama. Analysis of style in selected Hispanic writers. Prerequisite: any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Soc. Sci. Require. Not offered in 1994-95.)

312 Oral Proficiency
Fall *Staff*
Intensive practice in directed and free conversation on a wide range of topics reflecting the special interests of the participants. Concentrated study of idioms, the vocabulary of colloquial Spanish, and selected grammar patterns and paradigms needed for oral proficiency. Activities will include drills, discussions, debates, dialogues, and sketches; supporting materials will be equally diverse, drawn from newspapers, magazines, films, and tapes. Prerequisite: Spanish 212 or 220. (Meets Gen. Ed. Social Science Requirement.)

315 Translation
Fall *Ms. Faber*
An introduction to the theory and practice of translation. Students will familiarize themselves with the vocabulary of texts dealing with politics, art, literary criticism, and philosophy. Texts will be translated from Spanish to English and from English to Spanish. PLEASE NOTE: This is not a Spanish conversation course. Classes are conducted in Spanish and English. Prerequisite: any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Social Science Requirement.)

320 Spanish for International Affairs
Spring *Ms. Faber*
An introduction to the specialized vocabulary, styles, and concepts that characterize conversational and written Spanish for international affairs. Attention will be focused on familiarizing the student with current issues and concepts pertaining to such fields as: business, banking, law, insurance, microeconomics, medicine, politics and international relations. Vocabulary building, conversation practice, and acquisition of idioms necessary for trans-cultural contacts will also be stressed. Materials will include current readings drawn from magazines, newspapers, and journals, as well as copies of authentic documents and forms. Particularly recommended to students who are considering careers in economics, business, politics, and international relations. Prerequisite: Spanish 212 or 220. (Meets Gen. Ed. Social Science Requirement.)

330 Survey of Peninsular Literature
Spring *Ms. Faber*
A panoramic view of Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussion on selections from representative literary texts. Prerequisite: Any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Social Science Requirement.)

335 Survey of Latin American Literature
The development of Latin American letters from the nineteenth century movements of independence to the contemporary period. Readings will include novels, short stories, poetry, plays and essays. Prerequisite: any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

337 The Latin American World
Spring *Mr. George*
Taught in English. A study of native peoples of the American Indian civilizations from multiple perspectives: historical, political, sociological, and literary. Course materials include readings and lectures on a wide variety of topics, discussions, films, videos, slides, and music. Students with a knowledge of Spanish and/or Portuguese may work with bilingual materials. (Cross-listed as Foreign Civ. 337. Meets Gen. Ed. Social Science Requirement.)

340 Advanced Spanish for International Affairs
Fall (Santiago, Chile) *Staff*
This course is designed to complement the students' internship assignments in Chilean national and multinational firms and corporations, government agencies, and cultural institutions. Intensive vocabulary building, composition, conversation practice, and acquisition of expressions and idioms necessary to handle the day-to-day internship assignments. Classroom instruction augmented by practical on-site application. Course will be offered only in Santiago, Chile, by faculty at the Pontificia Universidad Católica de Chile, especially for the participant in the Lake Forest program. (Meets Gen. Ed. Social Science Requirement.)

365 Latin American Narrative
Spring *Mr. George*
The study of representative naturalist, neo-realist, and magic realist writers. The student will read novels and short stories by outstanding writers such as Gallegos, Borges, Fuentes, Garcia Marquez, and Vargas Llosa. Prose works will be considered in a socio-historical context. Prerequisite: any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

370 Hispanic Poetry
The study of master works of Latin American and Peninsular poetry. The student will read, analyze, and compare poems from several periods: Medieval, Golden Age, Romantic, Symbolist, Modernist, Surrealist, and Contemporary. Prerequisite: any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Social Science Requirement. Not offered in 1994-95.)

410 Chile in the Twentieth Century
Fall (Santiago, Chile) *Staff*
This course, offered in Spanish at the Pontificia Universidad Católica de Chile for participants in the Lake Forest College program, will explore the principal themes of Chilean development during the twentieth century in three settings: 1) Chile from the end of the nineteenth century to the beginning of the twentieth century; 2) Chile from

1950 to 1973; 3) Chile: current problems and perspectives. Topics to be covered include: history, literature, economics, the move from rural to urban society, crisis in Chilean democracy and the military government (1973-1988), consolidation of democracy in Chile from a Southern Cone perspective, and the role of women in Chilean society and politics. (Cross-listed as Foreign Civilization 410. Meets Gen. Ed. Social Science Requirement.)

415 Portuguese for Spanish Speakers
Utilizing Spanish as the base language, the course will focus on the Portuguese of Brazil, Latin America's largest and most populous country. The course will provide a foundation in the basic skills of reading, writing, understanding, and speaking Portuguese, and will include many aspects of Brazilian culture: music, films, magazines, current events, and literature. Prerequisite: any Spanish course from the 300 or 400 level. (Meets Gen. Ed. Soc. Sci. Requirement. Not offered in 1994-95.)

480 Senior Seminar
Given in years in which there is a great deal of interest on the part of senior majors. The seminar is an intensive investigation, through discussions, oral presentations, and research papers, of a significant topic in literary theory, literature or culture. Topic to be announced. Prerequisite: Open to senior majors or with permission of instructor. (Offered as required. Meets Gen. Ed. Social Science Requirement.)

490 Internship
Mr. Garneau
On-site training in spoken and written Spanish at businesses or other organizations located primarily in Chicago. (Meets Gen. Ed. Social Science Requirement.)

494 Senior Thesis
Given for students who wish to graduate with honors. The thesis allows the students to do in depth research and to develop an original thesis on a topic in Hispanic literature or civilization. (Offered as required. Meets Gen. Ed. Social Science Requirement.)

Spanish Courses Offered Less Frequently (Not offered in 1994-95.)
305 Introduction to Hispanic Culture
Study of the language and methods of analysis through an introduction to the richness and diversity of the Hispanic cultures--Latin and North American and Peninsular. The course aims at familiarizing the student with the culture, life, and letters of selected Hispanic cultures. Materials will be drawn from a range of disciplines: fictional literature, essay, history, politics, geography, the visual arts, and music. It is strongly recommended that students take either Spanish 300 or 305 before going on to literature or culture courses in the 300/400 range. Prerequisite: Spanish 212 or 220. This course may not be taken by students who have taken other literature or culture courses above 305.

360 Peninsular Narrative
Reading, analysis, and discussion of selected narrative works of Peninsular Spanish authors; historical and aesthetic considerations of the texts will be stressed. The course is designed to impart to the student a sense of the development of Spanish prose fiction and of recurring and characteristic themes. The student will become acquainted with outstanding authors and works of the Golden Age and the nineteenth and twentieth centuries. Prerequisite: any Spanish course from the 300 or 400 level.

400 Special Studies: Avantgarde Movements in Spain and Latin America
An author, thinker, movement or group of works studied in depth. All work in Spanish.

420 Peninsular Culture and Civilization
Intensive study of selected topics on the history, politics, and culture of Peninsular Spanish civilization. Attention will be focused on the development and evolution of Spanish civilization within the greater European context as well as on particular political and social issues in contemporary Spain. Supporting materials will be drawn from a variety of sources: readings in history, politics, and sociology; the visual arts; music; and literature. Prerequisite: any Spanish course from the 300 or 400 level.

425 Latin American Culture and Civilization
A study of Latin American societies from multiple perspectives: historical, political, economic, and artistic. Course materials will include readings and lectures on a wide variety of topics, discussions, films, video, slides, and music. Prerequisite: any Spanish course on the 300 or 400 level.

GENERAL EDUCATION CURRICULUM

General Education Subcommittee: Mr. C. Miller (Chairperson), Mr. Glassman, Ms. McCracken

The General Education Curriculum of Lake Forest College establishes an integrated framework to enhance the education of our students across their four years of study. It includes structural requirements designed to assure that students will receive breadth as well as depth in their education, while allowing them to continue to exercise a large measure of freedom of choice in designing their program of study. Team-taught, interdisciplinary courses (Natural Science 100, designed for freshmen and Humanities 200 and Social Science 200, designed for sophomores) play a central role in the plan.

In order to graduate, students who entered the College as freshmen in of the fall of 1993 or thereafter are expected to pass 32 courses, complete the requirements of a major, attain a 2.0 overall grade-point average, and fulfill the general education requirements according to the timetable shown below. All pertinent course descriptions not listed below are shown in their respective departments.

FRESHMAN YEAR

1. Freshman Studies: **A Freshman Studies course**, in the College's Freshman Studies Program (for a listing of these courses, see below, under *Freshmen Studies*).

2. Freshman Writing: **One course (other than English 100)** that includes a substantial amount of writing, to be taken during the freshman year. Freshman Studies courses satisfy this requirement. For 1994-95, additional courses that fulfill the requirement are as follows:

Biology 152 (Biology of Organisms)
Education 210/WST 210 (Observing the School Process)
English 175 (Introduction to Literary Studies)
History 120 (Foundations of the American Republic)
History 121 (Modern America)
Music 210 (Introduction to Music Literature)
Philosophy 116 (Logic and Styles of Argument)
Politics 110 (Introduction to Politics)
Psychology 110 (Survey of Psychology)
Psychology 205 (Stereotypes, Prejudice & Discrimination)
Psychology 210 (Developmental Psychology: Childhood and Adolescence)
Psychology 211 (Adulthood and Aging)
Religion 207 (Religion in Contemporary America)
Religion 217 (Religions of Asia)
Religion 218 (Religions of the Middle East)
Religion 221/CL 220 (Indian Religious Tradition)
Religion 222/CL 226 (Classics of Asian Thought)
Sociology and Anthropology 114 (Chicago Sociology)
Sociology Anthropology 280 (Sociology of Gender)

3. Natural Sciences and Mathematics: Three courses total, two in the freshman year.

▸By the end of the freshman year, **one course** in the natural sciences from among the following (unless Advanced Placement Tests or International Baccalaureate Tests produce a wavier):

Natural Science 100 (Natural Science; see description below)
Biology 151 (Biology of Cells)
Chemistry 110 (General Chemistry)
Chemistry 120 (Principles of Chemistry)
Physics 110 (Introductory Physics)
Physics 120 (General Physics)

▸By the end of the freshman year, **one course** in mathematics or computer science from among the following (unless Advanced Placement Tests or International Baccalaureate Tests produce a wavier):

Mathematics 103 (The Nature of Mathematics)
Mathematics 110 or 111 (Calculus)
Mathematics 115 or 116 (Honors Calculus)
Mathematics 160 (Finite Mathematics)
Computer Science 112 (Introduction to Structured Programming)

SOPHOMORE YEAR (or before)

1. **Any additional course** in the natural sciences or in mathematics or computer science, including Economics 130 but excluding Mathematics 100, 105 and Computer Science 110.

2. **One humanities course** from an approved list. For 1994-95, the list is given below.

3. **One social science** course from an approved list. For 1994-95, the list is given below.

JUNIOR YEAR (or before)

1. At least **two courses** relevant to cultural diversity from the courses listed below. Courses are chosen from the fields of the humanities and social sciences. Languages at the 300 level or above and courses taken in Study Abroad programs are among the courses that satisfy this requirement. At least one course must be taken outside the student's major. These courses may be taken prior to the Junior Year.

2. Progress toward the completion of the student's major.

SENIOR YEAR

1. **A senior studies course** culminating the student's major, such as a senior seminar or senior thesis.

Freshman Studies Courses

Freshman Studies courses are designed to engage students in the academic investigation of a particular subject; to encourage them at the start of their undergraduate career to feel a real sense of commitment to and enthusiasm about learning, which will carry over into the rest of their four years at the College; to offer an experience of academic intensity, demanding energy and effort from students; and

to promote the development of good work habits and academic skills that will pay dividends during college and beyond. Accordingly, Freshman Studies courses emphasize integrative thinking and reasoning skills. Nearly all of them develop writing skills by means of frequent written work that is carefully evaluated, revised, and re-evaluated. And these courses require student involvement through focused class discussion, group interaction, and similar activities that depend upon student preparation. Courses that teach and make significant use of research skills are especially encouraged.

102 Chemistry and the Environment
Fall *Mr. Kelly*
Explore the chemical relationships among earth, air, water and life. Understand some of the chemical phenomena in the world around you: greenhouse effect, acid rain, ozone depletion and waste control. The relevant chemical concepts and background from other sciences will be developed as needed. Lectures, discussions and demonstrations. No laboratory. (Not applicable toward the major.)(Cross-listed as Chemistry 102.)

103 The Language of Film
Fall *Ms. Faber*
By viewing films we will learn about the importance of editing, camera angles, and other techniques to create meaning in cinema. Texts for the course will include, but not be limited to, Sergei Eisenstein's *Film Sense*, John Berger's *Ways of Seeing* and films by Eisenstein, Fritz Lang, Orson Welles, Stanley Kubrick and others. Films shown in the course will include a healthy mix of American and foreign productions. Students will be expected to discuss and write about films in analytical terms. Films will be shown during an evening session with analysis and discussion taking place in afternoon class meetings.

105 Photography: The Science and the Art
Fall *Mr. Donnally*
Creative use of the photographic medium along with study of appropriate scientific principles of aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Cross-listed as Physics 105.)

110 General Chemistry/Laboratory 2
Fall *Ms. Kateley*
This special section of the General Chemistry I laboratory emphasizes experimental observation and measurement, computer assisted data acquisition and manipulation, and writing in the laboratory notebook. Laboratory discussions and experiments complement the lecture topics for the course. (Cross-listed as Chem 110. Meets Gen. Ed. Natural Science Requirement)

110 Survey of Psychology/Laboratory 1 *or* 3
Fall *Mr. Glassman, Ms. O'Brien*
Psychology is seemingly everywhere in modern American society. From talk shows to advice columns and self-help books, we are constantly exposed to popular (and

often contradictory) wisdom about psychological issues. In Survey of Psychology you will learn about the science of psychology. We will learn about the results of scientific investigations into the nature of learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, the biological bases of behavior, social interaction, and social diversity. You will learn about how psychologists test their theories and hypotheses as well as how to evaluate psychological claims with a critical eye. In Survey of Psychology Laboratory, we will adopt a hands-on approach to learning the basic methods and principles of psychology. Through a combination of prepared laboratory exercises and independent research projects, you will repeat some of the classic experiments in psychology and will experience what it is like to conduct psychological research. In addition, you will have the opportunity to start testing some of your own psychological hypotheses. (Cross-listed as Psychology 110.)

110-3 Introductory Physics/Laboratory 3 (If qualified, students may choose Physics 120 as their Freshman Studies course. See Physics department listing for course description.)
Fall *Mr. Kash*
Kinematics and Newton's Laws of Motion, conservation principles, gravitation, oscillations and waves, thermodynamics. Physics 110 uses algebra and trigonometry, and meets for three lectures and one laboratory per week for one course credit. Physics 120 has Mathematics 110 (Calculus I) as a corequisite, and meets for five lectures and one laboratory per week for 1 1/2 course credits. (Cross-listed as Physics 110 or Physics 120. Meets Gen. Ed. Natural Science Requirement)

110-6 Introduction to Philosophy: What Makes Us Human?
Fall *Ms. McCracken*
What is the difference between humans and non-human animals? Are we human by nature, or did we "make ourselves up"? Do we have a purpose to fulfill as human beings? What do we mean when we say someone is "inhuman"? We will occupy our semester with questions like these, trying to answer them with the help of some of great Western literature, philosophical and fictional. Readings will include selections from the Bible, Plato, Aristotle, Hobbes, Rousseau, Nietzsche, Marx, Mary Shelley, Kafka, Sartre, Freud, Camus and Derrida. The course would consist in a mixture of lecture and discussion, and assignments will focus on the development of good writing, clear thinking, and gracious discussion leadership.

112 Understanding Language
Fall *Mr. Garneau*
Language is often taken for granted. We use it as the only means of communication available to us. But we never ask ourselves: "What is language?" This course has as its goal to create an awareness of language as a system of systems which although *finite* in its rules is able to produce an *infinite* number of grammatical sentences. Once the system is understood in its phonological, morphological and syntactic components, an application of this understanding will be made to the correlations between language and culture, language and literature, and language and the

dictionary. It will also deal with the notions of creativity, metaphors and illusion in language.

114 Biology of Dinosaurs
Fall *Mr. Paulson*
Dinosaur research has undergone a revolution in the last decade. We grew up with images of the dinosaur as slow, dimwitted, cold-blooded beasts that were maladaptive in every way. Now a new generation of scientists has exploded this view with evidence that many dinosaur species were probably warm-blooded, intelligent, social animals that cared for their young and traveled in herds. This paradigm shift is largely the product of the application of modern biology to the evidence of prehistory. In studying dinosaurs, we will have the opportunity to see the interactions of a wide range of disciplines: geology, geography, cosmology, physics, chemistry, and (in a broad sense) history itself. Most of the emphasis will be on biology. As we investigate the hot new topics in dinosaur research, we will be learning and applying basic biological principles: Evolutionary biology, physiology, anatomy, animal behavior, ecology, and developmental biology. (Cross-listed as Biology 114. For non-biology majors.)

115-1 Religious Approaches to Existence
Fall *Mr. R. Miller*
This course focuses on the nature of religion and religious experience, the ways of knowing that characterize religion, and how various traditions define a religious life. Readings include specific examples of religious experience from fiction (Hermann Hesse's *Siddhartha*), from a spiritual classic (Teresa of Avila's *The Interior Castle*), and from more contemporary spiritual autobiographies (Kathleen Norris' *Dakota* and *Black Elk Speaks*). These diverse texts will be examined from the vantage point of some of the central insights in William James' classic study, *The Varieties of Religious Experience.*

116 Self and Social Interaction
Fall *Mr. Sadri*
This seminar starts with the ancient, and curiously universal call: "Know thyself." It aims to commence the academic journey of freshmen by inviting them to reflect upon the multifarious meanings of "self" and its historical, scientific and socio-cultural origins. The students will examine mystical, fictional, philosophical and scientific narratives. We hope to arrive at some modern reformulations of the question of self and society and touch upon some of the answers provided by our modern and postmodern literary and social scientific narratives. (Cross-listed as S&A 116.)

117 Africa: The Colonial Legacy
Fall *Ms. Talhami*
This course will explain the nature of colonialism both to the colonial power and the colonized. It will emphasize the economic aspects of the relationship, as it existed during the height of the colonial period and later as the relationship evolved between the metropole and the colony/independent country. The course will demonstrate how the relationship of colonizer and colonized stunted the growth of institutions of native

government without necessarily creating potentially-democratic institutions in their place. Final emphasis will be on psychological aspects of this relationship as interpreted by Franz Fanon and others.

118 Civil Disobedience and Political Obligation
Fall *Ms. Moroney*
An introduction to political theory, emphasizing the themes of political obligation, civil disobedience and the relationship between the individual and her community. Organized chronologically, readings will be selected from the following (inexclusive) list: Sophocles' "Antigone", Plato's "Apology" and "Crito", Shakespeare's "Julius Caesar," Locke's *Second Treatise of Government*, Thoreau's "On Civil Disobedience," Melville's *Billy Budd*, Twain's *Huckleberry Finn*, Anouilh's "Antigone," King's "Letter from Birmingham Jail," Malcolm X's "Second Rally of the OAAU," and Morrison's *Beloved.*

120 Acting: Creating a Character
Fall *Ms. Mason*
An introduction to acting for the stage. Particular emphasis on key components in the creation of character: physical presence, vocal range and emotional truth. In addition, students will attend performances in Chicago and on-campus in order to learn how to talk and write about acting. Numerous scenes and on-stage exercises lead to final acting projects. (Credit cannot be received in both F.S. 120 *and* Thtr 220.)

140 Poverty and Discrimination
Fall *Ms. Tuttle*
This course explores the nature and extent of poverty in the U.S. and its causes and consequences. The existence of discrimination in the workplace, in education and in housing on the basis of gender and race will be studied. Emphasis is placed on the socio-economic explanations for poverty and the government's response (welfare programs, job training, affirmative action). (Cross-listed as Economics 140.)

145 The Economic and Social Impact of Environmental Problems
Fall *Mr. Moskoff*
This course will explore a wide-ranging set of environmental problems that beset the planet, with an emphasis on the economic issues that are involved. We will examine such issues as the disappearance of species, global warming, population pressure, United States energy policy, endangered species and economic growth, wetlands drainage and the property rights. movement, economic development and resources depletion, environmental problems in other countries, and solutions to environmental problems such as recycling and land conservation. The question that is implicit in everything we examine is: Can we have a high standard of living and still live in harmony with the natural world? No formal knowledge of economics is required.

175-1 Intro to Literary Studies: Nineteenth Century American Women Writers
Fall *Ms. Gallagher*
This course examines women's fiction writing as both social record and as literary art. It recreates the context in which these works were written, to include religious

beliefs, social practices, and economic/political environment. It raises issues of culture, history, and gender, explains the relationship of these works to their nineteenth century audience and to present-day readers as well, and discusses the place of this work in the canon of American literature. (Does not apply toward the English major. Cross-listed as English 175-1 and Comparative Literature 175-1.)

175-2 Introduction to Literary Studies: Reading the Genres
Fall *Mr. Goluboff*
This course is an overview of the major genres--fiction, poetry, and drama--in the Anglo-American literary tradition. Students in the course will be encouraged to read critically, to read with an undertanding of the dynamics of literary form, and to read with a view to building interpretive arguments about the texts under consideration. Critical writing will also be stressed. Requirements for the course include several formal research papers and the preparation of an annotated bibliography. (Does not apply toward the major. Cross-listed as English 175-2. and Comparative Lit. 175-2)

176 Shakespeare: Selected Plays
Fall *Mr. Mallette*
This course will survey Shakespeare's career as a dramatist and will focus on eight or ten plays from his comedies, histories, tragedies, and romances. We will explore Elizabethan and Jacobean cultures and the place of the theatre in the life of those cultures. We will single out several plays for intensive study: *Much Ado about Nothing, Henry the Fourth, Hamlet, The Tempest.* In addition to learning about Shakespeare, students will acquire a variety of critical methods that will help them as readers and writers elsewhere. We will view several of Shakespeare's plays in performance, on video and in professional production in Chicago.

Richter Scholars Course

180 Ways of Knowing
Fall *Mr. LeMahieu, Mr. Zilversmit*
Knowing is a crucial concept. What we know and how we know helps define who we are. Knowing is central to how we view the world and assess our place in it. The process of knowing--how we attain knowledge--is the central question dealt with in this seminar. We will examine the underlying assumptions, prevailing theories, and methodologies of a variety of disciplines within the liberal arts. Faculty members from various departments will conduct classes on topics chosen from their fields. Through readings and discussions, students will explore the approaches to knowing in the humanities, the social sciences and the natural sciences. (By invitation only.)

Natural Science Course

Natural Science 100
Spring *Mr. Donnally, Mr. Faber, Ms. E. Fischer, Ms. Houde Mr. Jeong, Mr. Martin, Mr. Paulson*
This interdisciplinary course, designed for non-scientists, presumes no special background. Focusing on the three fundamental concepts of forces, energy, and

structure, we seek to answer basic questions such as: What determines how things move and change? What holds matter together? What is energy? How do we account for the tremendous diversity of things in nature? How do we correlate properties with structure? How can we apply these concepts to living systems? The framework of the course is one of scientific inquiry, observation, and explanation, and emphasizes the interrelation of the sciences. One large lecture meeting with three small group meetings per week, devoted to demonstrations, discussion, and lab work.

Humanities Courses

Humanities 200 Visions of the Self
Fall *Mr. Georges, Mr. Lombardi, Mr. Mallette*
The course is designed to explore some of the creative works, seminal ideas, discoveries and movements that have shaped Western notions of the self from the ancient Greeks to the modern era. The course will also show how Western culture developed this sense of individuality to an extent unusual among world civilizations. The exploration will take place primarily through the three disciplines of intellectual history, philosophy, and literature.

English 210 Masterpieces of Ancient and Medieval Literature
Fall, Spring *Ms. Cowler, Ms. Ross*

English 211 English Literature I: Renaissance and Eighteenth Century
Fall, Spring *Mr. Mallette*

English 212 English Literature II: Nineteenth and Early Twentieth Centuries
Fall, Spring *Mr. Greenfield, Ms. Cowler*

Literature in Translation 201 (under Foreign Languages)/Comparative Literature 201 Don Quiote
Summer *Mr. George*

Literature in Translation 202 (under Foreign Languages)/Comparative Literature 202 Contemporary Spanish American Narrative in Translation
Fall *Ms. Faber*

Music 104 Perspectives on Music
Fall, Spring *Mr. Ure*

Philosophy 230 Philosophy and Literature
Spring *Mr. Lessing*

Philosophy 299 History of Western Philosophy: Ancient Greece
Fall *Ms. McCracken*

Religion 201 Introduction to the Bible
Fall *Mr. R. Miller*

Religion 218 Religions of the Middle East
Fall — *Mr. R. Miller*

Religion 320 Western Christianity
Spring — *Mr. R. Miller*

Sophomore Honors Seminar 252 Perfecting Humanity
Fall — *Mr. Spadafora*

Social Sciences Courses

Social Science 200 Metropolis
Fall — *Mr. Dye, Mr. Ebner, Mr. P. Fischer*
A multi-disciplinary, cross-national examination of cities and their regions. Special attention will be devoted to (a) the ways of knowing society that are rooted in the disciplines of economics, history, and political science, as well as allied social sciences; (b) compiling and reporting quantitative data; (c) metropolitan Chicago, both historically and currently, through field-based learning with systems; race, immigration and class; cities in the third world; cities and their regions; public policy; the environment; economic development and decline.

Economics 270 Latin American Development
Spring — *Mr. Nazmi*

Economics 233/History 233 Eastern Europe in the Twentieth Century
Spring — *Mr. Moskoff, Ms Gayle*

Education 215 Instructional Communication Theory and Practice
Spring — *Ms. Abt-Perkins*

History 214 History of Russia
Fall — *Ms. Gayle*

History 265 American Diplomacy
Fall — *Mr. Ebner*

Politics 222 Congress
Spring — *Ms. Moroney*

Psychology 205 Stereotypes, Prejudice & Discrimination
Spring — *Ms. Brekke*

Psychology 210 Developmental Psychology: Childhood and Adolescence
Fall, Spring — *Ms. Wentworth, Ms. Dohrmann*

Psychology 211 Adulthood and Aging
Fall — *Ms. Wentworth*

Sociology and Anthropology 210 Principles of Social Organization
Fall — *Ms. Wallace*

Cultural Diversity Courses

Art 222 Introduction to Asian Art
Spring — *Ms. Lawton*

English 216/Comparative Literature 218 African-American Literature I
Fall — *Ms. Harmon*

English 217/Comparative Literature 217 African-American Literature II
Spring — *Ms. Harmon*

English 223 Multicultural Literature
Spring — *Ms. Harmon*

English 225/Comparative Literature 227 Women and Literature
Spring — *Ms. Ross*

English 351/Comparative Literature 351 Junior Colloquium: Gender and Literature
Fall — *Ms. Harmon*

Foreign Civilization 300/French 330 France and the French World
Fall — *Staff*

Foreign Civilization 302/Spanish 337 The Latin American World
Spring — *Mr. George*

History 200 Origins of East Asia
Fall — *Mr. Em*

History 201 East Asian Civilizations since 1800
Spring — *Mr. Em*

History 255 Topics in African-American History: African-American Autobiography
Spring — *Mr. Zilversmit*

History 271 Women in Modern History: Europe and America
Fall — *Mr. Rosswurm*

History 282 Modern China
Fall *Mr. Em*

Music 227 History of Jazz
Spring *Staff*

Philosophy 275/Religion 223 Asian Thought: China and Japan
Fall *Mr. Hull*

Philosophy 305 Comparative Philosophy: East and West
Spring *Mr. Hull*

Politics 212 Politics of the Third World
Fall *Ms. Talhami*

Politics 214 The Politics of South Africa
Spring *Ms. Talhami*

Politics 216 Politics of the Middle East
Spring *Ms. Talhami*

Politics 217 African Politics
Fall *Mr. Mwanasali*

Politics 318 Topics in Comparative Politics
Fall, Spring *Ms. Talhami, Mr. Mwanasali*
(This course meets the Cultural Diversity Requirement when the topics listed are the following: Women in the Third World, or Advanced African Politics.)

Religion 217 Religions of Asia
Fall *Ms. Benton*

Religion 221/Comparative Literature 220 Indian Religious Tradition through Story Literature
Spring *Ms. Benton*

Sociology and Anthropology 261 Cultural Anthropology
Fall *Mr. Ham*

Sociology and Anthropology 280 Sociology of Gender
Spring *Ms. Eskilson*

Foreign Languages All Foreign Languages at the 300 level or above.

Off-campus programs:
Study Abroad Program in Greece and Turkey
International Internship/Study Abroad Program in Paris, France
International Internship/Study Abroad Program in Santiago, Chile
Arts of London and Florence (ACM)
Chinese Studies (ACM)
Czech Program (ACM)
Florence (ACM)
India Studies (ACM)
Japan Study (ACM)
Russia Semester (ACM)
Studies in Latin American Culture and Society (ACM)
Tropical Research (ACM)
Urban Education (ACM)
Urban Studies (ACM)
Zimbabwe (ACM)

HISTORY

†††Professor Michael H. Ebner: *Modern American History.*
Professor D. L. LeMahieu: *Modern European History.*
‡Professor David Spadafora: *Modern European History.*
Professor Arthur Zilversmit: *American History.*
Associate Professor Steve Rosswurm (Chairperson): *American History.*
Assistant Professor Pericles B. Georges: *Ancient and Medieval History.*
Lecturer Carol Gayle: *Modern European History.*

History is the collective memory of humankind. It informs us of the intense human struggles that shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia; both lack identity, purpose and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

History courses at Lake Forest College reflect the diversity of the historical record. The department offers courses in intellectual, cultural, economic, and social history. In addition to a core of courses in East Asian, European, and American history, we offer several courses which explore new subject matter and new techniques of historical inquiry. Several examine issues of gender or ethnicity; others take up modern popular culture: mass communications; sport; and rock 'n' roll.

†††Sabbatical Leave of Absence, Spring 1995.
‡President of the College

The major in history consists of nine course credits. Students must enroll in five courses on the 100 or 200 level, at least two of which must be from the following: 110, 200, 201, 204, 208, 210, 211, 221, 282 or 286. Students must also take History 300 in the junior year and at least two other courses on the 300 level. As seniors, students are required to take either History 420 (Senior Seminar) or an independent study research project, such as a senior honors thesis.

110 World Civilizations to 1650
Fall *Mr. Georges*
Origins and development of civilization from 3000 BC to 1650 AD. Emphasis on Western Civilization from its Greek and Roman foundations through the Reformation, also with discussions of China, Japan, and India.

120 Foundations of the American Republic
Fall *Mr. Zilversmit*
The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials. (Meets Gen. Ed. Fresh.Writing Require.)

121 Modern America
Spring *Mr. Rosswurm*
America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing. (Meets Gen. Ed. Fresh.Writ.Require)

200 Origins of East Asia
Fall *Staff*
Introduction to the great civilizations of China and Japan, with emphasis on development of their fundamental characteristics. Highlights both shared traditions and significant differences between the two countries. (Meets Gen. Ed. Social Science Requirement)

201 East Asian Civilizations Since 1800
Spring *Staff*
Study of China, Japan, and Korea as each moved toward modern nationhood over the last two hundred years. Attention to the difficulties each has confronted, including Japan's vision of empire shattered by World War II, China's civil war, and Korea's transformation through foreign interventions. (Meets Gen. Ed. Soc.Sci.Requirement)

204 Medieval History
Western European development from the fall of Rome to the Renaissance. Economic, institutional, and intellectual developments in the major kingdoms of the West. (Not offered in 1994-95.)

208 The Renaissance and Reformation
Spring *Mr. Georges*
The breakdown of the medieval synthesis. Italian Humanism, the Northern Renaissance, Luther and the destruction of Christian unity, the second generation of Reformation leaders, the voyages of discovery.

210 Ancient Greece
Greece from the Trojan War to Alexander the Great, with particular attention to constitutional changes, social history, and cultural developments. (Not offered in 1994-95.)

211 Roman History
Spring *Mr. Georges*
The history of the Roman Republic and Roman Empire, with special attention to political institutions, social structure, and cultural achievements.

212 Europe from the Old Regime to the Modern Era
Fall *Mr. LeMahieu*
Political, cultural and economic development of Europe from the age of absolutism to the end of the nineteenth century. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies.

213 Europe in the Twentieth Century
Spring *Mr. LeMahieu*
The collapse and reconstruction of European society, politics and culture from 1890 to the present. Destruction of nineteenth century liberal society through war and revolution. Emergence of conflicting ideologies between the wars, the reconstruction of Europe after the Second World War, and the reassertion of European power in recent decades.

214 History of Russia
Fall *Ms. Gayle*
Survey of the political, social, and intellectual history of Tsarist and Soviet Russia. Emphasis on Russia's relationship with the West, popular rebellion and efforts at modernization from above. Attention to the Gorbachev era of *perestroika* and *glasnost* leading to the dissolution of the USSR and the fall of Soviet communism. (Meets Gen. Ed. Social Science Requirement)

221 British History to 1688
Spring *Mr. LeMahieu*
The history of Britain from Roman times to the Revolution of 1688. Topics include Roman Britain, Anglo-Saxon England, the Norman invasion, the development of English political institutions, the consolidation of monarchy under the Tudors, the growth of English literature and culture, and the social and political struggles of the seventeenth century.

233 Eastern Europe in the Twentieth Century
Spring *Ms. Gayle*
Exploration of Eastern Europe's development in the twentieth century through the disciplines of history and economics. Beginning with the emergence of independent states in this economically undeveloped, multinational region during the era of World

War I, the course examines economic and political difficulties in the interwar period. World War II, postwar Soviet domination, the emergence of greater diversity after Stalin's death, and the current radical changes sweeping the region. (Cross-listed as Economics 233.)

250 The American Civil War
The origins of the war in the antagonistic development of North and South; Lincoln and the Republican Party; Black activity in the North and South; reconstruction and the impact of the war on American development. (Not offered in 1994-95.)

255 Topics in African American History--African American Autobiography
Spring *Mr. Zilversmit*
An examination of the African American experience primarily through an exploration of autobiographies, including works by Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Richard Wright, Maya Angelou and Malcolm X. (Cross-listed as Comparative Literature 236. Meets Gen. Ed. Social Science Requirement.)

258 History of Sport
The evolution of sport in modern society, in its cultural, social and economic dimensions. Largely focused on the American experience, but some attention to sport elsewhere in the world. Emphasis on 1850 to the present. (Not offered in 1994-95.)

263 American Cities
The changing functions, scale, and quality of urban society from the seventeenth century to the present. An historical framework for studying modern American metropolitan problems. Some field work in Chicago. (Not offered in 1994-95.)

265 American Diplomacy
Fall *Mr. Ebner*
Surveys evolving role of United States in world affairs since 1890. Emphasis on domestic origins of foreign policy and American role in Asia. (Meets Gen. Ed. Social Science Requirement)

270 Education in American Society and Thought
Spring *Mr. Zilversmit*
Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis on the twentieth century. (Cross-listed as Education 270.)

271 Women in Modern History: Europe and America
Fall *Mr. Rosswurm*
Examination of women's lives, activities, and cultures in the United States and Europe from the late eighteenth century to the present; among the issues examined: birth control; equality vs. difference (the essentialism debate); race and class; gender as an analytical concept. (Meets Gen. Ed. Social Science Requirement)

275 Popular Music and American Society
Fall *Mr. Rosswurm*
The origins and evolution of rock and roll and its permutations from Delta blues and country music to rap and "riot grrrl;" the intertwining of race, sexuality, gender, and class in this commercial art form.

282 Modern China
Fall *Staff*
Relying as much as possible on Chinese texts (in translation), this course will examine such topics as China's response to Western imperialism in the nineteenth-century; the 1911 Revolution; the May Fourth Movement; the birth of the People's Republic of China; the Cultural Revolution; and the Democracy Movement of the 1980's. (Meets Gen. Ed. Social Science Requirement)

286 Modern Japan
From the founding of the last shogunate, the Tokugawa, in 1603 to its present status as the economic giant among the nations of the Pacific. Attention to the achievement as well as the undeniable sufferings and costs incurred during Japan's drive toward great power. (Not offered in 1994-95.)

300 Theory and Methods
Fall *Mr. Zilversmit*
How can we know what actually happened in the past? An examination of the basis of historical knowledge and the study of methodologies used for understanding the past. Emphasis will include: social, intellectual, economic, and psychohistory as well as the techniques of oral history and quantification. Prerequisite: an introductory history course. Required of all history majors.

303 The Fall of Rome
Spring *Mr. Georges*
From Marcus Aurelius to Charlemagne and Muhammad: seminar on the progressive military and political breakup of Greco-Roman civilization, with its accompanying social and religious transformations, from the pagan world-state of the Antonine Emperors to the Christian kingdoms of Europe and Byzantium facing the new empire of Islam. Prerequisite: History 110, or 204, or 211.

304 Greek and Roman Religion
Fall *Mr. Georges*
Issues in the social and intellectual forms of religion in the Greek and Roman worlds, from the Homeric age to the early Christian era: primitive beliefs; warrior religion; women's cults and women's roles; mystery religions and magic; ruler worship; pagan philosophies; pagan background of early Gentile Christianity. Prerequisite: History 210 or 211. (Cross-listed as Religion 306.)

305 Topics in European History: The European Economy, 1-1700 C.E.
The economic life of the Mediterranean world and Europe from the Age of Augustus to the Protestant Reformation and after; topics will include: the economy of the

Roman Empire; economic organization and trade in Carolingian Europe; the consequences of the Crusades and the commercial revolution of the central Middle Ages; Renaissance (and earlier) innovations in agriculture and technology. Central theme: the causes and consequences of economic and material progress in pre-industrial European societies. Prerequisite: One course from the following: 110, 204, 208, 210, or 211. (Not offered in 1994-95.)

307 Seminar in Asian History: Nationalism in East Asia
Spring *Staff*
The seminar will begin with an examination of recent theoretical works that explore the historical connections between colonialism and nationalism, and gender class, and nation. Thereafter, readings and discussion will focus on primary and secondary sources that deal with the theme of national cultural, and gender identities in Japan, Korea, and China.

331 The Enlightenment
Readings and discussions of the central ideas of Europe in the eighteenth century, with emphasis on Britain and France. Topics include the social and political context of the Enlightenment, the impact of science, and the development of notions of tolerance, freedom, and rationality. (Cross-listed as Comparative Literature 331. Not offered in 1994-95.)

332 European Romanticism
Fall *Mr. LeMahieu*
Intellectual and social origins of Romanticism, with emphasis on Germany and England; impact of the French Revolution; individualism in poetry and art; the rise of historicism. Works discussed will include those by Goethe, Wordsworth, Keats, Hugo, Constable, and Schleiermacher. (Cross-listed as Comparative Literature 332.)

340 History of Communication
Spring *Mr. LeMahieu*
Readings and discussions on the origins and historical development of oral, literate, print, and electronic cultures, with emphasis on the twentieth century. Topics include the role of technology in shaping thought, the nature of oral societies, the impact of literacy, the influence of the printing press, the rise of mass media and the role of communications in modern culture and society.

343 Literature and Society in Russia
Spring *Ms. Gayle*
Aspects of the social and intellectual history of Tsarist and Soviet Russia through the prism of contemporary fiction: nineteenth century authors such as Turgenev, Dostoevsky, Tolstoy, and Chekhov; selected Soviet writers ranging from Mayakovsky and Akhmatova to Pasternak, Bulgakov and Solzhenitsyn. (Cross-listed as Comparative Literature 343.)

347 Topics in Gender and History: Witches and Witchcraft in Early Modern Europe and the Colonial Americas
Women as the primary target of persecution; how time and place affected witch-hunting; witchcraft as a lens through which to understand the prevailing sex-gender system; women and nature; gender as an analytical category; the scientific revolution and women. (Not offered in 1994-95.)

348 Museums, Libraries and Archives
Evolution, institutional goals, and contemporary missions of historical museums, libraries, and archives. Emphasis on developing critical skills for assessing institutional missions and introduction to professional career opportunities. (Not offered in 1994-95.)

355 American Social History
Fall *Mr. Ebner*
Conducted as seminar. Topics include family, class, gender, race, ethnicity, and work. Prerequisite: History 120 or 121 or permission of instructor.

360 Colonial America
Fall *Mr. Rosswurm*
Origins of European colonialism: Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

365 American Thought
Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early nineteenth century; the ideological response of Darwinism and the New Industrialism. Prerequisite: History 120, 121, a course in American literature, or permission of the instructor. (Not offered in 1994-95.)

420 Senior Seminar
Spring *Mr. Rosswurm*
Selected advanced topics in history, with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to non-majors with the prerequisite and permission of the instructor. 1995 Topic: Cold War Studies: origin and evolution of USA/USSR conflict from 1945 to 1960; major world events seen from within and without this bipolar vision; topics include FBI; anti-communism in popular culture; Guatemala; decolonizing movements; Cuban Revolution; race, class, and gender.

History Courses Offered Less Frequently (Not offered in 1994-95.)

218 History of Modern France
Social, political and intellectual development of France from the era of the old regime to the present.

219 History of Modern Germany
Social, political, and cultural development of Germany from 1848 to the construction of the Berlin Wall. The revolutions of 1848, unification under Bismarck, development of mass politics, the two World Wars, the holocaust, postwar Germany.

222 Modern British History
The history of Britain since 1688. Topics include aristocracy and society in the eighteenth century, the Industrial Revolution, Liberalism and Conservatism in nineteenth century politics, the consolidation of British culture, the rise of the welfare state and contemporary British life.

260 American Economic and Business History
The causes and consequences of American economic development from under-developed nation to international power; special attention to the changing forms of business organization and their relationship to economic development. Economics 110 or History 120 or 121 recommended.

261 Technology, Science, and Work in the Modern World
Technological and scientific innovations which ushered in the European and American Industrial Revolutions; invention of time and impact of new scientific methods of measurement, quantification, and abstraction; shifts in the methods for generating and diffusing scientific and technological knowledge; continuing reorganization of factory production to the present and its impact on society.

315 The Russian Revolution
The end of the Russian Empire, the revolutions of 1917, and the development of Soviet society and institutions under Lenin, Stalin, and Khrushchev. Emphasis on political and social conflicts, ideological debates, and cultural developments. Prerequisite: History 213 or 214 or permission of instructor.

342 History and Literature
This seminar examines historical works as literature and literary works as historical documents. Readings drawn from ancient and modern times as well as from a variety of world civilizations. (Cross-listed as Comparative Literature 235.)

345 Disease and Society: The Black Death to AIDS
The impact of catastrophic epidemics on the history of the western world. The patient as pariah, disease as metaphor, the rise of scientific medicine, the female victim, eugenics, euthanasia, race and the politics of healthcare. Prerequisite: One of History 110, 212, or 213.

346 Feminist Movements in Europe
Comparative history of organized women's movements in the nineteenth and twentieth centuries, primarily in England, France, and Germany. Focuses on the roots of feminist political consciousness in issues such as suffrage, sexuality and reproduction, workplace legislation, education, and utopian socialism. Prerequisite: History 110, 212, or 213.

362 The American Revolution
The crisis of empire and the revolutionary movement; the war, nation building and the Constitution; attention to women, blacks, and native Americans. Prerequisite: History 120.

HONORS SEMINARS

SOPHOMORE HONORS SEMINAR

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for sophomores who are prepared for a more than usually demanding and challenging academic experience. Students read particular classics of the tradition of western traditional thought. Students are primarily responsible for generating the topics for discussion at each class meeting. Enrollment is limited to fifteen students and requires permission of the instructor.

250 Human Possibility and Limitation
How much control does man have in determining events and their consequences? What forces are beyond man's control? The seminar will pose these questions in connection with readings from Homer, Sophocles, Augustine, Dante, Shakespeare, Darwin, Marx, Freud, and Beckett. (Not offered in 1994-95.)

251 Heroism: Tragedy and Transgression
Many of our notions of the hero are still derived from early epic literature, which presents a paradox: the hero is most truly himself when he dies; the perfect fulfillment of heroism is death. While heroes are found not only in battle, cultures both ancient and modern seem reluctant to acknowledge a pure heroism: the hero is frequently a problematic and ambivalent figure, raising fundamental questions of morality and mortality. What is a hero, in different cultures and in different times? Why are heroes so closely linked to tragedy? How do the concepts of limitation, transgression and flaw play a role in defining the heroic? These are some of the questions pursued in readings from all literary genres, and in examining the discourse of such forms as opera and film. The seminar analyzes major works of Homer, Shakespeare, Goethe, Melville and Dostoevsky, but it also engages non-traditional aspects of heroism, such as female tragic figures, the anti-hero, and forms of resistance to political oppression. A study of film and detective fiction will provide an opportunity to trace the metamorphosis of heroism in popular as well as "serious" culture. Affirmation of feminist, multi-cultural, ethnic and other creative (and controversial) perspectives is encouraged. The seminar strives to create productive, self-directed dialogue among students, and includes student presentations as well as student-led discussions. (Not offered in 1994-95.)

252 Perfecting Humanity

Mr. Spadafora

Fall

"Are human beings and humankind perfectible? If not, why not? If so, in what ways, by what means, and with what consequences? Influential attempts during the last five centuries to address these and related questions are explored through examination of major Western works from several genres and disciplinary points of view. Principal figures planned for consideration include Erasmus, Shakespeare, Hobbes, Rousseau, Marx, Mill, Nietzsche, Camus. (Meets Gen. Ed. Humanities Requirement)

JUNIOR HONORS SEMINAR

A seminar in the creative process is designed for students at the junior level.

350 The Creative Process

Can creativity be taught, or only encouraged? How are the creative and analytical geniuses reconciled in the same personality? Do all creators share common traits, methods? These and other questions will be investigated in a cross-disciplinary course that takes advantage of guest working artists' insights into the mystery of creativity. Students approved by the instructor will also examine the literature of the creative process across the sciences, the social sciences, the arts, and the humanities in order to arrive at a useful definition for *creativity*; to engage key artistic, historical, philosophical, social, intellectual, and pragmatic issues relative to it; and to shed some light on their own creative natures and further their creative work. (Not offered in 1994-95.)

SENIOR HONORS SEMINAR

An honors seminar designed for seniors who wish to undertake a serious integrating and culminating course.

450 The Eighteenth Century: The Birth of a New World View

This seminar will study the eighteenth century, for it is with this century that our modern world comes into being; it is the watershed between the Medieval-Renaissance world and what has become our own. The new scientific climate established by the work of Sir Isaac Newton in the context of the political and economic upheavals at the end of the seventeenth century led to the emerging worldview of a rising middle class. This view was challenged by a generation of great writer-satirists who held fast to old values, and then was reinterpreted by a generation of romantic writers. The age culminated in the great revolutions in America and France and the modern world had been born. Readings will include such authors as Pope, Newton, Swift, Descartes, and Voltaire. (Not offered in 1994-95.)

455 Patterns in Nature

From the meander of a river to the branchings of a tree and vein, from soap bubble to the perfect spiral of the nautilus shell, from the articulate gestures of a cellist's hand to the snowflake, our world abounds with exquisite and intricate patterns. This course explores the variety of patterns found in nature, the purposes, if any, that those patterns serve, and the principles and mechanisms that natural science calls upon to explain them. While much of early science sought *explanations* of patterns in models, plans, and blueprints, modern science acknowledges that such solutions merely relocate the problem rather than solving it. We'll explore how solutions now abound in some sciences but in others are conspicuous in their absence. Ideally, the seminar will draw two types of participants, senior science majors who represent their disciplines, and those interested in understanding patterns.

INDEPENDENT SCHOLAR

Mr. Lessing (Chairperson), Mr. Georges, Mr. Kelly, Ms. Mason

The Independent Scholar Program allows students to enroll in the program by developing an academic major of their own, culminating in a thesis or a creative project working closely with a faculty advisor. Students with a high grade point average are invited to apply and submit a detailed presentation of their case for admission into the program at the end of their Sophomore year. The Independent Scholar Program takes place during the junior and senior years. The Independent Scholar Committee determines admission.

INTERNATIONAL RELATIONS

Mr. Talhami (Chairperson), Mr. Baade, Mr. Galloway, Mr. Carnes

A student majoring in International Relations is concerned with the approaches by various disciplines--politics, history, economics, sociology, and psychology--to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his/her preparation excellent background for positions in international affairs in the federal and state governments. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses, are available. Furthermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him/ her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models

of human societies, and basic economic principles. Students must maintain a *C* average in courses taken in the major.

1. The required core courses are:
   Economics 110 (Principles of Economics)
   International Relations 480 (Senior Seminar)
   History 212 (Europe from the Old Regime to the Modern Era) *or*
   History 213 (Europe in the Twentieth Century)
   Politics 340 (World Politics)
   Sociology and Anthropology 110 (Introduction to Sociology and Anthropology)

2. The completion of a foreign language through the 305 or 320 level is a requirement for graduation with an International Relations major.

3. Students must take two courses from a specifically comparative perspective so as to become familiar with differences and similarities among different states and societies. The two courses may be selected from the following or any other comparative courses deemed suitable by the Chairperson:
   Economics 211 (Comparative Economic Systems)
   Economics 270 (Latin American Development)
   Politics 210 (European Politics)
   Politics 211 (Communist Systems in Crisis and Change)
   Politics 212 (Third World Politics)
   Politics 216 (Politics of the Middle East)
   Politics 217 (African Politics)
   Politics 219 (Latin American Politics)

4. While completing the core courses and two comparative courses, a student must take four electives which will enable the student to focus interest on a series of interrelated topics in preparation for the seminar. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

480 Senior Seminar
Spring *Mr. Galloway*
Topic for 1995: "Global Industries". An analysis of the oil, computer, automobile, aerospace, and other industries in the world political economy.

International Relations Courses Offered Less Frequently (Not offered in 1994-95.)
345 Topics in International Relations
Special studies on topics such as peace research and world order; comparative foreign policy. (Cross-listed as Politics 345.)

MATHEMATICS and COMPUTER SCIENCE

†Professor Lowell A. Carmony: *Computer Science. Artificial Intelligence. Medical Informatics.*
‡Professor Steven Galovich: *Number Theory*
Professor Edward Packel (Chairperson): *Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.*
Associate Professor Robert Holliday: *Computer Science. Combinatorics.*
Associate Professor Jill Van Newenhizen: *Social Choice Theory. Functional Analysis.*
Associate Professor DeJuran Richardson: *Statistics. Biostatistics.*
Assistant Professor Michael Boardman: *Modern Analysis. Operator Theory.*
‡‡Instructor Ruthane Bopp: *Algebra. Real Analysis.*

Concepts and techniques of mathematics and computer science play a vital role in an ever increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Science are designed to acknowledge this fact. The department offers a major in mathematics and a major in computer science.

Mathematics Major

The mathematics major combines conceptual and theoretical ideas with computational techniques and applications of mathematics. When appropriate, courses use technology and the Department's computer laboratory to facilitate exploration and understanding in a cooperative setting. Majors are prepared to pursue careers that emphasize applications of mathematics, careers in teaching, and graduate study in mathematics.

The minimum requirements for all students majoring in mathematics are satisfactory completion of the following:

1. Mathematics 110, 111, 210, 230, 231, 311, 330 and Computer Science 112 (or the Honors sequence, Mathematics 115, 116 instead of Mathematics 110, 111),

2. One of the following sequences: (1) Mathematics 331 and another mathematics course numbered 300 or above; (2) Mathematics 350, 351.

3. In addition, one course from among the following is required: Physics 120, Philosophy 265, Economics 330, or any Computer Science course numbered 212 or above.

Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

† Sabbatical Leave of Absence 1994-95.
‡ Provost and Dean of the Faculty.
‡‡ Registrar of the College

Mathematics 100, 103, 105, 150, 160, 161, 190, 191, 192 and internship credit may not be counted toward the major.

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111 (or 115, 116), 210, 230, 231 along with Mathematics 314, 350, 351.

Admission to any course in the department requires a grade of *C-* or better in all prerequisite courses.

MATHEMATICS COURSES

100 Elementary Algebra
Fall
The algebra of fractions, roots, powers and radicals; inequalities; the linear function; the solution of systems of two or more linear equations; quadratic equations; word problems.

103 The Nature of Mathematics
Fall, Spring
Intended for students with primary interests in the humanities and social sciences. The course uses set theory, logic, and language as a foundation for studying a variety of topics central to the development of modern mathematics. Emphasizing the central role of language in mathematics, the course shows that mathematics is about communication of ideas. Topics will be explored through experimentation with computers where appropriate using games, puzzles, and group projects as well as lectures and discussions. Additional topics include optimal form in nature, laws of the physical universe, symmetry, codes, and basic geometry, among others. The course will focus on the interplay of different ideas and will emphasize writing. (Meets Gen. Ed. Mathematics Requirement)

105 Elementary Functions
Fall, Spring
Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 Calculus I
Fall, Spring
The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3 1/2 years of high school mathematics or Mathematics 105. (Meets Gen. Ed. Mathematics Requirement)

111 Calculus II
Spring
The calculus of functions of one variable. Integration, applications of integration, sequences and series. Prerequisite: Mathematics 110. (Meets Gen. Ed. Mathematics Requirement)

115 Honors Calculus I
Fall
Theory and applications of the calculus of functions of one variable. Limits, continuous functions, differentiable functions, the definite integral, and applications. Prerequisite: Permission of instructor. (Meets Gen. Ed. Mathematics Requirement)

116 Honors Calculus II
Spring
Continuation of Mathematics 115. Integration and applications, sequences, infinite series. Prerequisite: Permission of instructor. (Meets Gen. Ed. Mathematics Requirement)

150 Introduction to Probability and Statistics
Spring
Designed for students in the social and life sciences. Discrete probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Not open to students who have taken Economics 130, which is a comparable course.)

160 Finite Mathematics with Applications
Fall, Spring
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Basic probability theory; vectors, matrices, and Markov chains; linear programming; game theory.

210 Multivariable Calculus
Fall
Partial differentiation, the algebra and calculus of vectors, curves and their parametrization, multiple integration, Stokes' and Green's theorem, and applications. Prerequisite: Mathematics 111.

211 Mathematics of Chaos
A study of nonlinear dynamical systems, including iteration of functions, attracting and repelling periodic orbits, bifurcation, the period doubling route to chaos, complex dynamics, fractals, Mandelbrot and Julia sets. Real-world implications and applications of chaos. Can meet the requirements for a 300 level or above, mathematics course upon completion of an additional project approved by the instructor. Prerequisite: Mathematics 111. (Not offered in 1994-95.)

214 Differential Equations
Spring
Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems. Applications of differential equations. Prerequisite: Mathematics 210.

230 Introduction to Abstract and Discrete Mathematics
Fall
Topics covered include logic and proofs, set theory, relations, cardinal numbers, countable and uncountable sets, permutations and combinations, graph theory, group theory. Prerequisite: Mathematics 110.

231 Linear Algebra
Spring
Vector spaces, linear independence, linear transformations, matrices, determinants, applications to geometry. Prerequisite: Mathematics 230 or permission of instructor.

311 Introduction to Real Analysis
Spring
A rigorous one dimensional course covering the following introductory real analysis topics: Axioms for the real numbers, boundedness, limits, monotone functions, continuity, uniform continuity, Cauchy criterion for convergence, cluster points, compactness, differentiability, integration, infinite series. Prerequisite: Mathematics 210, 230.

320 Mathematical Methods
Fall
Practical techniques for solving the partial differential equations that arise in the physical sciences. Special functions, series solutions of differential equations, orthogonal polynomials, boundary value problems, eigen systems, and asymptotic methods. Emphasis on examples with exact solutions to illustrate principles and to develop intuition, followed by numerical approaches to applications. Four lectures per week. Prerequisite: Physics 210, Mathematics 210 required; Mathematics 214, 231 and Computer Science 112 recommended. (Cross-listed as Physics 320.)

330 Modern Algebra I
Fall
A study of algebraic structures with emphasis on groups, rings and fields. Prerequisite: Mathematics 230.

331 Modern Algebra II
Spring
Additional topics in modern or linear algebra such as field extensions, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Prerequisite: Mathematics 330 or permission of instructor.

350 Mathematical Probability
Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 210 or permission of instructor. (Not offered in 1994-95.)

351 Mathematical Statistics
A mathematical study of such topics as random sampling, estimation of parameters, confidence intervals and tests of hypotheses, decision theory, regression, analysis of variance and distribution free methods. Prerequisite: Mathematics 350. (Not offered in 1994-95.)

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Second half will include team projects and reports. Prerequisite: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Computer Science 360. Not offered in 1994-95.)

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers and transportation networks. Also included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs and design of experiments. Prerequisite: Mathematics 230. (Cross-listed as Computer Science 375. Not offered in 1994-95.)

Mathematics Courses Offered Less Frequently (Not offered in 1994-95.)

260 History of Mathematics
A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis will be on the evolution of mathematical ideas and the contributions of the most prominent individuals associated with the development of mathematics. Prerequisite: Mathematics 111 or permission of instructor.

310 Complex Analysis
Study of functions of one complex variable. Analytic functions, complex integration, Cauchy's theorem, complex power series, and special functions. Applications to other areas of mathematics and to mathematical physics. Prerequisite: Mathematics 210 and 230 or permission of instructor.

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications.

Prerequisite: Mathematics 111, 231 and Computer Science 112. (Cross-listed as Computer Science 314.)

329 Number Theory
Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 230 or permission of instructor.

340 Geometry
Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisite: Mathematics 230 or permission of instructor.

410 Topology
Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. Prerequisite: Mathematics 230.

411 Topics in Modern Analysis
Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras.

Computer Science Major

The computer science major is designed to prepare students within a liberal arts setting for careers in the field of computer science. The minimum requirements for the major in computer science are the following:

1. Successful completion of Mathematics 110, 230, and Computer Science 112, 212, 213, 317, 318.
2. Any four additional Computer Science courses, including 214 and those numbered 300 or above.
3. Strongly recommended are Mathematics 111, 150 (or 350 and 351 for a stronger theoretical emphasis), 214, 231, 314, 375, Philosophy 265 and Physics 240.

Admission to any course in the department requires a grade of *C-* or better in all prerequisite courses. Computer Science 110, 115, 250 and internship credit may not be counted toward the major. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

COMPUTER SCIENCE COURSES

110 Introduction to Computers and Computing
Fall,
Liberal arts oriented overview of computer science topics including six weeks of programming in BASIC, together with aspects of computer architecture, microcomputer applications (spreadsheets, databases, etc.), and societal issues. Weekly one hour session in microcomputer lab.

112 Introduction to Structured Programming
Fall, Spring
Methodology of structured programming via the Pascal language. Procedures and functions, types, arrays, and records applied to development of techniques and algorithms important in computer science. Emphasis on problem solving and structured, top-down refinement. Prerequisite: strong high school mathematics background or significant previous programming experience. (Meets Gen. Ed. Mathematics Requirement)

115 Introduction to Administrative Programming and Applications
Development of the programming language COBOL along with a variety of applications to common business programming situations. Coverage includes sequential and random access files. Prerequisite: Computer Science 112. (Not offered in 1994-95.)

212 Advanced Computer Programming
Spring
Further exposure to the structured programming techniques of Pascal. Topics include sequential and random files, searching and sorting, static and dynamic storage allocation, recursion and elementary linear data structures such as stacks, queues, and linked lists. Prerequisite: Computer Science 112.

213 Introduction to Computer Systems
Fall
Computer structure and machine language, specific assembly language development, addressing techniques, input/output techniques, construction of an assembler. Prerequisite: Computer Science 112.

214 Principles of Computer Logic and Architecture
Basic logic, digital electronics, microcomputer architecture and interfacing, with hands-on laboratory activity. Prerequisite: Computer Science 112 and 213. (Not offered in 1994-95.)

250 Procedural and Object Oriented Programming
The procedural paradigm has been the standard for programming languages. In this paradigm, the programming task is subdivided into separate tasks and the algorithm for each subtask is expressed explicitly in a procedure or function. Object oriented programming is the newest paradigm in which a program is viewed as a collection of objects that interact with one another by sending messages to each another. The object oriented paradigm is especially powerful in graphical situations and is the basis of the Macintosh and PC Windows operating systems. This course will rapidly develop the procedural language C and then develop the object oriented paradigm by extending to the language C++. Prereq: Comp. Sci. 212. (Not offered in 1994-95.)

260 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance

of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Philosophy 265. Not offered in 1994-95.)

317 Data Structures and Algorithm Analysis
Fall
In-depth study of abstract data structures (linked lists, trees, graphs) and analysis of algorithms. Applications programmed individually and in groups using Pascal or C++. Prerequisite: Computer Science 212, Mathematics 230.

318 Program Language Organization
Spring
Basic computer linguistics, BNF grammars, types, static and dynamic storage, control structures, introduction to compiling and interpreting. Prerequisite: Computer Science 212.

325 Artificial Intelligence
Fall
An introduction to such topics as tree and graph searches, minimax methods and alphabeta pruning, heuristics, backtracking, natural language processing and computer vision and robotics. Prerequisite: Computer Science 212.

336 Operating Systems and Systems Programming
A study of assemblers, linkers, loaders and other systems programs. An introduction to memory, device, and file management in batch, multiprocessing, and time shared operating systems. Prerequisite: Computer Science 212 and 213. (Not offered in 1993-94.)

360 Mathematical Modeling and Computer Simulation
Introduction to the process and techniques of modeling actual situations using mathematical methods and computer simulation. Topics may include optimization, dynamical systems, axiom systems, queuing theory, and introduction of a simulation language. Second half will include team projects and reports. Prerequisite: Mathematics 111, Computer Science 112, and some additional sophistication in at least one of the following: mathematics, computer science, or applying mathematics in a field of interest. (Cross-listed as Mathematics 360. Not offered in 1994-95.)

375 Combinatorics and Graph Theory
Enumeration techniques with emphasis on permutations and combinations, generating functions, recurrence relations, inclusion and exclusion and the pigeonhole principle. Graph theory with emphasis on trees, circuits, cut sets, planar graphs, chromatic numbers and transportation networks. Included will be designs with emphasis on Latin squares, finite projective and affine geometries, block designs and design of experiments. Prereq: Math 230. (Cross-listed as Math 375. Not offered in 1994-95.)

427 Introduction to Database Systems
An in depth study of the proper methods of design for database systems with a heavy emphasis on the relational model. An introduction to Hierarchic, Inverted List and

Network Systems as well as Data Definition Languages and Data Manipulation Languages. Prerequisite: Comp. Sci. 212, Math 230. (Not offered in 1994-95.)

434 Theory of Computation
Spring
Formal grammars, sentence derivation and ambiguity, finite state machines, equivalence and reduction, equivalence of right linear grammars and finite state automata, limitations of finite state automata, Turing machines and effective computability, unsolvable problems and NP-complete problems. Prereq: Math 230.

461 Compiler Design
An examination of the major features of a compiler for a high level language. Includes syntactic analysis, symbol table generation, parsing, error recovery, code generation and code optimization. Students will implement a complete compiler/interpreter for an assigned minilanguage. Prerequisite: Computer Science 212 and 213. Co-requisite: Computer Science 318. (Not offered in 1994-95.)

Computer Science Courses Offered Less Frequently (Not offered in 1994-95.)

314 Numerical Analysis
Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Mathematics 111, 231 and Computer Science 112. (Cross-listed as Mathematics 314.)

METROPOLITAN STUDIES

Advisors: Mr. Dye, Mr. P. Fischer (Chairperson), Ms. Wallace.

An interdisciplinary concentration taken in conjunction with a regular major, in Metropolitan Studies allows the student to examine from a variety of perspectives the development and impact of urbanization in the great metropolitan regions (comprising larger inner cities and suburban communities) in which a majority of the world's population now lives.

The core courses in Metropolitan Studies are:

Economics 240 (Urban Economics)
History 263 (American Cities)
Politics 223 (Urban and Suburban Politics)
Sociology and Anthropology 330 (Urbanization)

To have the Metropolitan Studies Concentration recorded on her or his transcript, a student must complete three of the core courses listed above, plus two additional courses listed below, and one of the following forms of applied study:

the ACM Urban Studies Term in Chicago, *or*
the ACM Urban Education Program, *or*
an internship, *or*
an independent study research project.

Additional courses in the curriculum related to Metropolitan Studies include:

Art 220 (History of Architecture)
Economics 340 (Environmental and Natural Resource Economics)
Economics 350 (Public Finance)
Physics 108 (Energy: Prospects and Alternatives)
Politics 320 (Public Administration)
Politics 322 (Urban Public Policy: The Politics of Race)
Social Science 200 (Metropolis)
Sociology and Anthropology 114 (Chicago Sociology)

MUSIC

Assistant Professor Rami Y. Levin (Chairperson): *Theory. Music History. Instrumental Ensembles*
Assistant Professor James Ure: *Composition. Theory. Electronic Music.*
Lecturer Kristina G. Boerger: *Director of Choral Ensembles*
Teaching Associate Sally Bowers: *Flute.*
Teaching Associate John Chapman: *Organ.*
Teaching Associate Hugh Gonglewski: *Piano.*
Teaching Associate Deborah Katz: *Percussion.*
Teaching Associate Nancy McMillan: *Saxophone.*
Teaching Associate Jennifer B. Peters: *Piano.*
Teaching Associate Shinobu Sato: *Guitar.*
Teaching Associate Kathleen Van De Graaff: *Voice.*

The department has three primary goals: (1) to provide students at the College with a basic understanding and appreciation of the art of music; (2) to provide opportunities for students to perform and to study performance; 3) to provide advanced students with more specific training in theory, composition, and music history.

The department offers courses in theory and composition, music history, and performance. Several courses are designed specifically for students with little or no prior musical experience (104, 216, 217, 227). Other courses are suitable for students with some musical background or students who may want to take more advanced courses (150, 210, 225). To support the composition courses (220, 225, 320), the department has an electronic and recording studio equipped with analog and digital (MIDI) equipment.

The department sponsors a range of performance activities. The Lake Forest Singers is the main choral group, with advanced signers invited to join a smaller *a cappella* ensemble. Instrumental musicians participate in the Chamber Orchestra, smaller chamber ensembles, the Jazz Band, and the Blues Band. The department also encourages various student rock groups. Students may study applied music through private lessons in piano, voice, or other instruments. These may be done on a credit or non-credit basis. The fees for non-credit lessons are listed in this bulletin under *Tuition and Expenses*. Practice rooms with pianos are available for student use.

The location of the College among the north shore suburbs of Chicago provides unusual opportunities for students to hear great performing organizations, such as the Chicago Symphony Orchestra and the Lyric Opera and numerous performing artists, supplementing recitals and concerts given on campus. Students may also participate in the North Suburban Symphony, a local community orchestra.

There are three tracks leading to a major in Music, one emphasizing Music Theory and Composition, one emphasizing Performance, and one emphasizing Music History.

THEORY-COMPOSITION TRACK

Three semesters of theory:
- 151 (Music Theory I)
- 250 (Music Theory II)
- 251 (Music Theory III)

Two courses in music history:
- 210 (Introduction to Music Literature)
- 227 (History of Jazz)
- 260 (History of Music to 1750)
- 261 (Music in the Classic Period)
- 262 (Music in the Romantic Era)
- 263 (Twentieth Century Music)

One course in performance:
- 108 (Instrumental Ensembles)
- 109 (Lake Forest College Chorus)
- 111 (Applied Music)

One course in composition:
- 220 (Composition)
- 225 (Intro to Electronic Music)
- 320 (Advanced Composition)

One additional music course, and the senior year Independent Study with completion and performance of an extended composition, or completion of an extended paper in music theory are required for the Theory-Composition track.

PERFORMANCE TRACK

Three years of performance study:
- 111,211,311 (Applied Music)

Two courses in music history:
- 210 (Introduction to Music Literature)
- 227 (History of Jazz)
- 260 (History of Music to 1750)
- 261 (Music in the Classic Period)
- 262 (Music in the Romantic Era)
- 263 (Twentieth Century Music)

Three semesters of theory:
- 151 (Music Theory I)
- 250 (Music Theory II)
- 251 (Music Theory III)

In the senior year, an Independent Study consisting of a recital and an extended paper which count as one credit is required.

MUSIC HISTORY TRACK

Three semesters of theory:
- 151 (Music Theory I)
- 250 (Music Theory II)
- 251 (Music Theory III)

Four courses in music history:
- 227 (History of Jazz)
- 260 (History of Music to 1750)
- 261 (Music in the Classic Period)
- 262 (Music in the Romantic Era)
- 263 (Twentieth Century Music)

One course in performance:
- 108 (Instrumental Ensembles)
- 109 (Lake Forest College Chorus)
- 111 (Applied Music)

In the senior year, one credit as an Independent Study or Thesis is required.

104 Perspectives on Music
Fall, Spring — *Ms. Levin, Mr. Ure*
A non-technical introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and non- Western music. No previous knowledge is needed. Intended for non-majors. (Meets Gen. Ed. Humanities Requirement)

108 Instrumental Ensembles
Fall, Spring — *Ms. Levin*
Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member. One credit is earned in the spring semester. This course is graded only on a Credit/D/Fail basis.

109 Lake Forest College Chorus
Fall, Spring — *Ms. Boerger*
Credit may be earned after a year's participation in the group and completion of a research paper under the supervision of a full-time faculty member. One credit is earned in the spring semester. This course graded only on a Credit/D/Fail basis.

111, 211, 311, 411 Applied Music
Fall, Spring — *Staff*
Private instruction in piano, organ, orchestral instruments and voice. Weekly lessons of one-half, three-fourths or one hour, for which an additional fee is charged. See *Tuition and Expenses* for details. May be taken for no credit. For credit, the student must either have Music 150 as a pre- or co-requisite, or obtain consent of the Chairperson of the department; the student must satisfactorily complete one year of instruction with weekly lessons of one hour and either perform in a Student Recital or for the faculty of the department. Participation in the monthly performance class is expected. There will be a charge for the credit. Consult the Business Office. These are graded only on a Credit/D/Fail basis.

150 Fundamentals of Music
Fall — *Mr. Ure*
Introduction to elements and basic principles of tonal music: notation, intervals, scales, rhythm, meter, melody and harmony. Emphasis on listening and creative work. No prerequisite, but some musical experience is helpful.

151 Music Theory I
Spring — *Ms. Levin*
Principles of harmony taught through popular music, jazz and music of the common practice era. Topics include: seventh-chords, modulation, basic principles of counterpoint. Prerequisite: Music 150 or consent of instructor.

210 Introduction to Music Literature
Fall *Ms. Levin*
Explanation of basic materials of music leads to the survey of the major musical styles and of western art music from the Middle Ages to the present. Emphasis on listening. (Meets Gen. Ed. Freshman Writing Requirement)

216 Symphonic Masterpieces
Aspects of the history of the symphony from its inception to the present day. (Not offered in 1994-95.)

217 World Music Survey
Survey of music of the world's peoples: music in non-literate cultures in Africa, Australia and the Americas; folk-music of the Caribbean and Latin America; fine art and other music of Asia, the New East and Indonesia; folk music of Europe and the United States; the social and cultural roles of music. Prerequisite: any music course or consent of instructor.(Not offered in 1994-95.)

220 Composition
Spring *Mr. Ure*
Intended to spark and guide creative work. An eclectic array of twentieth-century composition (from Stravinsky to Cage and Sting) will be studied; technical, aesthetic and cultural issues will be addressed, along with aspects of notation and performance techniques. Composition for any medium (string quartet, magnetic tape, rock band, etc.) will be undertaken. The College's Recording/Electronic Music Studio will be available. Prerequisite: any music course or consent of instructor.

225 Introduction to Electronic Music: MIDI Sequencing
Fall *Mr. Ure*
Designed to foster creative work in the College's Recording/Electronic Music Studio, the course deals first with the history of electronic music (Futurism, musique concrete, early analog analysis), and then with studio techniques, using both analog and digital equipment, microphones, tape recorders, mixing, digital synthesis and a creative project. Two regular sessions and one laboratory each week. No prerequisite, but some musical experience is helpful.

227 History of Jazz
Spring *Mr. Ure*
Principal styles of representative jazz musicians: the roots (including blues and ragtime); jazz in New Orleans and Chicago; big band, swing, bop and fusion. (Meets Gen. Ed. Social Science Requirement)

250 Music Theory II
Fall *Mr. Ure*
Chromatic harmony; further study of counterpoint; principles of musical form. Also offered as Independent Study. Prerequisite: Music 151 or consent of instructor.

251 Music Theory III *Mr. Ure*
Spring
Exploration of the extremes of chromatic harmony (Chopin, Wagner, Brahms, Wolf and others). Analysis and creative work in small and large forms. Also offered as Independent Study. Prerequisite: Music 250. (Not offered in 1994-95.)

260 History of Music to 1750
An introduction to the music of the Middle Ages, Renaissance and Baroque periods. Composers emphasized include Machaut, Josquin, Palestrina, Lassus, Monteverdi, Schültz, Purcell, A. Scarlatti, Handel and Bach. (Not offered in 1994-95.)

261 Music in the Classic Period
Representative composers and compositions from c. 1750 to c. 1827. Emphasis on Haydn, Mozart and Beethoven. (Not offered in 1994-95.)

262 Music in the Romantic Era
Representative composers and compositions from c. 1820 to 1900; emphasis on Schubert, Schumann, Berlioz, Liszt, Brahms and Wagner. (Not offered in 1994-95.)

263 Twentieth Century Music
Trends, techniques, and leading composers of modern music, from the French Impressionists to the present day. (Not offered in 1994-95.)

320 Advanced Composition
Independent work.

Music Courses Offered Less Frequently (Not offered in 1994-95.)

105 American Musical Theatre in Past and Present
A study of representative musical comedies, operettas and related works, which will provide topics for papers by students. Emphasis will be placed on relationships to political, social and cultural events. Videotapes of musicals are viewed and discussed. Among works to be discussed are: *Show Boat, Oklahoma!, South Pacific, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in the Park with George* and others. The course will also work with word processing. (Cross-listed as Writing on Special Topics 105.)

120 Songwriting
How to write songs. Emphasis on popular forms in the styles of the 1960's to 1980's, including pop, rock, folk, Broadway and others. Covers text, setting, forms, harmony, instrumentation, arranging, record studio techniques and performance. No previous knowledge of music required.

233 Form and Analysis
Study of the principal forms in Western art music: binary and ternary forms, the sonata, variation and rondo principles, and others, through analysis of individual compositions. Emphasis on forms in tonal music.

329 History of Opera
Study of stylistic aspects and analysis of the world's great operas.

343 American Music
Music in the United States from the time of the Pilgrims to the present day. The course includes art music, folk music, and jazz.

PHILOSOPHY

Professor Abba Lessing: *Existentialism. Deconstruction. Hegel. Philosophy and Literature. Philosophy in Film.*
Associate Professor Monte S. Hull: *Eastern and Comparative Philosophy. History of Philosophy. Environmental Ethics.*
Associate Professor Louis G. Lombardi (Chairperson): *Ethics and Political Philosophy.*
Assistant Professor Janet McCracken: *Aesthetics. History of Philosophy. Gender Studies.*

Philosophy is our oldest intellectual discipline. It is not so much a subject as a way of thinking, a critical reflection upon our most important judgments and human experiences. Philosophical skills can be used to put things into perspective, to see the consequences of our views, to assess the justifications of our beliefs, practices, and institutions. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the possibility of knowledge, the justification of moral and aesthetic judgments, the basis of legal obligation, the value of justice, the meaning of human existence.

Philosophy at Lake Forest College emphasizes the diversity of the discipline. Students have an opportunity to study the main lines of Western and Eastern thought as well as many sides of contemporary philosophical inquiry. Because of the unusually broad applicability of philosophical reasoning, students trained in philosophy are well prepared for careers requiring a capacity for critical judgment, as well as for graduate programs leading toward the Ph.D.

Except where prerequisites are listed, philosophy courses are open to all students, though freshmen are strongly encouraged to begin with a 100 level course. Students may enroll for credit in only one section of Philosophy 110. Internships do not count toward the major:

The major requires a minimum of eight courses which must include the following:

The History sequence: Philosophy 299, 301, and 302
Philosophy 325 (Major Ethical Theories)

110-1 Introduction to Philosophy: Classical Questions
Classical philosophical questions about the nature of reality, knowledge, the mind, morality, freedom, divinity, through discussion of works by great philosophers such as Plato, Aristotle, Anselm, Descartes, Hume, Kant, and Nietzsche. (Not offered in 1994-95.)

110-2 Introduction to Philosophy: Reason and the Irrational
Fall, Spring *Mr. Lessing*
The confrontation and dialogue between rationality and its dialectical opposite, the powers of desire, will, spontaneity and freedom. Discussion will focus on readings by Plato, Descartes, Spinoza, Nietzsche, Kafka, Sartre, and Buber.

110-3 Introduction to Philosophy: Issues and Traditions
Fall, Spring *Mr. Hull*
Examination of fundamental issues concerning human existence as addressed by representative thinkers from these traditions and periods: classical Greek, classical Chinese, early modern rationalist, modern existentialist, and contemporary Japanese.

110-4 Introduction to Philosophy: Asian Thought
Introduction, through representative Asian thinkers from India, China and Japan, to fundamental philosophical issues such as the nature and meaning of human existence, what true happiness is, what is real. (Not offered in 1994-95.)

110-5 Introduction to Philosophy: Law and Freedom
Examination of conflicts between law and freedom in realms such as politics, morality, and human psychology. Topics include free will vs. fatalism and determinism, moral law and individual responsibility, and civil law vs. individual beliefs and choices. (Not offered in 1994-95.)

110-6 Introduction to Philosophy: What Makes Us Human?
Fall *Ms. McCracken*
What is the difference between humans and non-human animals? Are we human by nature, or by construction? Is it easy or hard to be human? Are we morally obliged to behave in certain ways just because we are human? What do we mean when we say someone is "inhuman"? Such questions will be explored through readings from various times, perspectives, and cultures, from *Genesis* to Plato to Karl Marx to Terkel to Ishiguro. (Cross-listed as Freshmen Studies 110-6.)

116 Logic and Styles of Argument
Spring *Ms. McCracken*
Focus on the "rhyme and reason" of language. Examination of the reasons arguments are constructed in the ways they are. Investigation of informal, Aristotelian, and propositional logics, with readings from magazine articles, advertisements, and classical philosophers.

200 Philosophy and Gender
Spring *Ms. McCracken*
An investigation of whether and to what extent men and women think and behave differently, and how such differences do or ought to change our theories of human existence and human good. A comparison of classical, modern and postmodern treatments of the effect of gender on love, knowledge, and obligation. Reading may include Sappho, Plato, Aristotle, Hobbes, Rousseau, Mary Shelley, Freud, Mead, de Beauvoir, Irigaray, and Gilligan.

202 Contemporary Ethical Issues
Spring *Mr. Hull*
Discussion of current and controversial ethical issues such as euthanasia, moral obligation and the environment, abortion, and preferential treatment. Particular attention will be given to the application of some major ethical theories to these contemporary problems.

203 Business and Professional Ethics
Fall *Ms. Epright*
Analysis and evaluation of ethical problems in business and the professions. Attention will be given to the moral foundations for and limits on business activities, the idea of professional responsibility, and the relationship between professional and business obligations and general moral obligations. (Not recommended for Freshmen.)

210 Environmental Ethics
Fall *Mr. Hull*
Examination of relationships between human beings and nature, drawing on literature, religion, and natural science as well as philosophy, and on non-Western as well as Western perspectives. What views have shaped our current perceptions, concerns, uses, and misuses of the natural world? What creative alternatives can we discover? How can these be applied to the practical problems of environmental ethics?

220 Philosophy of Education
Survey of significant theories of education, introduction to philosophical analysis of educational concepts, and development of analytical skills applicable to clarifying and resolving pedagogical and policy issues. (Cross-listed as Education 220. Not offered in 1994-95.)

230 Philosophy and Literature
Spring *Mr. Lessing*
The question of meaning in and of literature. The philosophical study of works by Wiesel, Chekhov, Dostoevsky, Kafka, DeSade, Philip Roth and Milan Kundera, as well as some poems by Keats, Baudelaire, Sharon Olds and Wallace Stevens. Critical theories of Nietzsche, Roland Barthes and Jacques Derrida will be used. (Cross-listed as Comparative Literature 230. Not recommended for Freshmen. Meets Gen. Ed. Humanities Requirement)

240 Philosophy of Law
Fall *Mr. Lombardi*
Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy. (Cross-listed as Politics 262. Not recommended for Freshmen.)

245 Philosophical Erotics
Spring *Mr. Lessing*
The character, style and purpose of imagery and illusion in the cultural and personal life of human desire. Using a descriptive phenomenological method, the course explores a wide variety of topics and materials, including body imagery and music as well as fashion photography, film and literary forms. Readings in Nietzsche,

Cixous, Merleau-Ponty, Barthes, Anne Hollander, Stendhal, and the music of Mozart's Don Giovanni as well as Madonna. (Not recommended for Freshmen.)

255 Philosophy and Film
Fall *Mr. Lessing*
This course explores the philosophical content of contemporary European, Asian, and American movies with special emphasis on metaphysical, ethical and aesthetic ideas developed and visually presented by recognized film makers, including Ingmar Bergman, Akira Kurosawa, Satyajit Ray, Luis Buñuel, François Truffaut, Jean-Luc Godard, DeSica, Erich Rohmer, Fellini and Antonoini, Woody Allen, and Orson Wells. Prerequisite: Philosophy 110 or permission of instructor.

260 Aesthetics: Reflections on Art and Beauty
Fall *Ms. McCracken*
A consideration of the nature and purpose of art and aesthetic judgment through the theories of Plato, Aristotle, Kant, Tolstoy, Freud, and members of the Frankfurt School. Artworks in different media and historical periods will be used as occasions for reflection.

265 Symbolic Logic
An introduction to propositional and predicate logic. Topics include formal semantics, translation, natural deduction, quantification theory and completeness. The relevance of logic to computer theory and artificial intelligence will be stressed. (Cross-listed as Computer Science 260. Not offered in 1994-95.)

275 Asian Thought: China and Japan
Fall *Mr. Hull*
In depth examination of selected thinkers or textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity, and freedom, as well as of distinctive Asian concepts of nirvana, no-self, and Tao. (Cross-listed as Religion 223. Meets Gen. Ed. Social Science Requirement)

280 Dialogue
Examination of special topics not offered in regular courses.(Not offered in 1994-95.)

299 History of Western Philosophy: Ancient Greece
Fall *Ms. McCracken*
The nature of reality, knowledge, goodness and beauty traced from the pre-Socratics through Plato and Aristotle. Some attention will be given to questions of philosophical style, and to the transition to the medieval period. (Meets Gen. Ed. Humanities Requirement)

301 History of Western Philosophy: Seventeenth and Eighteenth Centuries
Spring *Ms. McCracken*
Seventeenth and eighteenth century European philosophers, with a primary focus on epistemology and metaphysics. Readings will include Descartes, Spinoza, Locke, Hume, and Kant. Prerequisite: Philosophy 110, 299, or consent of instructor.

302 History of Western Philosophy: Hegel and the Nineteenth Century
Fall *Mr. Lessing*
Idealism, romanticism, existentialism, vitalism and pragmatism. Intensive readings in Hegel, Kierkegaard, Marx, Nietzsche, Bergson, James, Husserl and Freud. Prerequisite: Philosophy 110, 299 and/or 301, or consent of instructor.

305 Comparative Philosophy: East and West
Spring *Mr. Hull*
Comparative investigation of Eastern and Western philosophical sources; elucidation and critical examination of fundamental presuppositions, unique conceptual formulations, and alternative approaches to general philosophical issues. Prerequisite: one course in Western philosophy and one course in Eastern philosophy or religious thought. (Meets Gen. Ed. Social Science Requirement)

307 Political Thought: Ancient to Renaissance Theory
Fall *Ms. Moroney*
Western political thought from the Greeks through the Middle Ages. (Cross-listed as Politics 357.)

308 Political Thought: Renaissance to Contemporary Theory
Spring *Ms. Moroney*
Selected political philosophies from the sixteenth century to the present. (Cross-listed as Politics 358.)

320 Twentieth Century: Phenomenology, Existentialism, Structuralism and Deconstruction
Twentieth century continental philosophy, moving from the primacy of lived existence to the problematics of texts. Readings in Husserl, Sartre, Merleau-Ponty, Buber, Barthes, Derrida, Levinas, Irigaray and Leotard. Prerequisite: two philosophy courses. (Not offered in 1994-95.)

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosophy and religious thinker Soren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Their ranks include Jewish voices like Martin Buber and Franz Rosenzweig, as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings will include texts by these five influential religious existentialists. Prerequisite(any of the following): Religion 201, 218, 310, 311, 312, 321; (Cross-listed as Religion 322. Offered in alternate years; not offered in 1994-95.)

325 Major Ethical Theories
Fall *Mr. Lombardi*
Investigation of principal Western theories of ethics. Issues include the foundation of morality in reason or sentiments, the fundamental principles of morality, the relationship of morality to character, and the demands of morality on human action. Readings from philosophers such as Aristotle, Mill, Kant, Gewirth and MacIntyre. Prerequisite: two philosophy courses.

330 Philosophical Foundations for Political Ideologies
Examination of contemporary philosophical justifications for liberalism, libertarianism, socialism. Emphasis on differences in views of human nature, freedom, and the ideal society. Readings from John Rawls, Robert Nozick, and Herbert Marcuse. Prerequisite: two courses in politics and/or philosophy. (Cross-listed as Politics 359. Not offered in 1994-95.)

Philosophy Courses Offered Less Frequently (Not offered in 1994-95.)

250 Philosophy of Religion
Relationship between religious practice and belief through a close look at the character of religious experience, the role of tradition, ritual and myth, the impact of feminism on religion. Specific emphasis will be placed on the role of texts within religion and the philosophical reading of texts: Hume, James, Heschel, and Scholem, with special attention to Job, Song of Songs, Kohelet, and Kabbalah.

410 Major Philosophers
Detailed investigation of works by a great philosopher. Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor.

420 Topics in Philosophy
Seminar designed for students with a background in philosophy. May be repeated for credit. Prerequisite: three philosophy courses or two such courses and permission of the instructor.

PHYSICS

Professor Bailey Donnally (Chairperson): *Atomic Structure. Atomic Collisions. Electronics. Photography.*
Professor Roger J. Faber: *Philosophy of Science. Quantum Theory. Chemical Physics.*
Professor Tung H. Jeong: *Coherent Optics. Holography. Laser Applications.*
Associate Professor Michael M. Kash: *Atomic Physics. Quantum Mechanics. Lasers.*

Physics is an important, basic part of our knowledge of the natural world. The study of physics also provides insight into the development of modern culture, since practical applications of physics change the way we live, and the concepts of physics help to shape contemporary ideas about the cosmos and our place in it.

Physics embraces the full range of physical dimensions in space and time: from the smallest subatomic particles to the edge of the universe, from the slow drift of the continents to the speed of light, from absolute zero to stellar temperatures, from low frequency radio waves to gamma rays. Persons having curiosity concerning natural processes will want to understand the physical laws that govern them.

Discoveries in physics practically touch our daily lives. Consider the impact of electric power, radio, transistors, lasers, nuclear energy, etc. A responsible citizen must strive to understand the fundamental concepts in order to help make decisions that will decide our fate.

The department offers courses that meet a wide range of student interests, from majors who plan for a professional career in physics to artists who want to make holograms. Besides a well-stocked collection of all the standard equipment for teaching, our laboratories are unusually well equipped with lasers and electro-optical instruments, all available for undergraduate research. Our staffed machine shop helps the department to create and maintain this and other equipment. Students are encouraged to work with individual faculty members in research. Research projects, which may be undertaken for course credit, give many of our majors practical laboratory experience that goes well beyond what can be learned in standard courses.

All science and mathematics majors will benefit from the introductory courses, Physics 120 and 121 or their non-calculus alternatives, 110 and 111. Advanced work in physics is also appropriate for many students in addition to those who will become professional physicists. Students planning to enter the science-teaching profession are advised to take courses beyond the introductory level in order to deepen their understanding of the subject, and because the department has a tradition of excellence in physics instruction through the use of demonstrations. Those interested in electrical or mechanical engineering should major in physics as part of the 3-2 cooperative engineering program described in the section *Special Undergraduate Study Opportunities*. Premedical students should also consider majoring in physics. Students contemplating a career in industry or in technical sales will also benefit from a physics major. Anyone desiring to explore the natural world with emphasis on physical concepts rather than on mathematics should consider the series of offerings 104-109, which are designed especially for nonscientists.

Requirements are as follows:

1. The minimum major requirement of eight courses must include 120, 121, 210, 230, 250, and 310, plus one course numbered above 200. Exceptions to this rule

can be made by the department chairperson in special cases, such as a late decision to major in physics.

2. Physics majors must also take Mathematics 110, 111 (or 115, 116), and 210, which are prerequisites to required courses.

Those intending to pursue graduate studies or other careers in physics are expected to enroll in more than the minimum eight credits required for the major. Tutorials may be undertaken in subjects not listed among the course offerings. Exposure to other sciences and to more advanced mathematics is strongly recommended.

104 Electronics in Modern Life
A hands-on study of electronics, with attention to the fundamental issues of electrical circuits. How electronic technology has affected life in this century, including some of the opportunities it has created and ethical questions it has raised. Amplifiers, analog computers, logic and digital computing, communication, transistors, diodes, resistors, capacitors are covered. (Not offered in 1994-95.)

105 Photography: The Science and the Art
Fall *Mr. Donnally*
Creative use of the photographic medium along with study of appropriate scientific principles and esthetic values. Works of influential photographers and important photographic themes will be analyzed. (Cross-listed as Freshman Studies 105.)

106 Light, Sound, and the World of Waves
Fall, Spring *Mr. Jeong*
Behavior of waves, including water, sound, radio waves, and light. Optics of lenses and mirrors. Lasers and holography. Musical instruments. Lectures and demonstrations. No laboratory.

107 Chance, Fate and Physical Law
Fall *Mr. Faber*
Does everything happen because it must or is there room for freedom and novelty in natural events? In this course we trace attempts to answer that question through the history of physics as we follow the development of ideas about causality, space, and time. We examine three revolutions that have changed these concepts, namely those inspired by the classical mechanics of Newton, by Einstein's Theory of Relativity, and by Heisenberg's Principle of Indeterminacy. The first two support, whereas the third undermines, the belief that every event is determined to be the way it is by a rigid network of cause and effect. Lectures and demonstrations; no laboratory.

109 Astronomy and Cosmology
Spring *Staff*
The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies and the structure and origin of the universe. Three hours of lecture per week; indoor laboratory work, and observations as weather permits.

110 Introductory Physics I
Fall *Mr. Jeong*
A complete course (with Physics 111) in physics without calculus. Kinematics and Newton's laws of motion, conservation principles, gravitation, fluid statics and dynamics, thermodynamics, kinetic theory of gases, waves, oscillations. Three lectures and one lab each week. Uses algebra and trigonometry. (Meets Gen. Ed. Natural Science Requirement)

111 Introductory Physics II
Spring *Mr. Jeong*
Electric and magnetic fields. AC and DC circuits. Electromagnetic waves. Geometric and wave optics. Concepts of modern physics and quantum theory. Three lectures and one lab. Prerequisite: Physics 110.

120 General Physics I
Fall (1.5 course credits) *Mr. Faber*
Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves, thermodynamics, and kinetic theory, gases and pipes. Five lectures, one lab per week. Prereq. or coreq.: Math 110 or 115. (Meets Gen. Ed. Natural Science Requirement)

121 General Physics II
Spring (1.5 course credits) *Mr. Faber*
Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves, geometric optics of mirrors and lenses. Interference and diffraction phenomena in light. Five lectures, one lab per week. Prerequisite: Physics 120. Prerequisite or corequisite: Mathematics 111 or 116.

205 Computer Organization and Interfacing
The basic components of a simple computer and how they work together. Programming a computer in machine language. Methods of interfacing a computer to the *real world.* Real time applications in the laboratory. Two lectures and two laboratory sessions per week. Does not count toward major. Prereq: CS 112. (Not offered in 1994-95.)

210 Modern Physics
Fall *Mr. Donnally*
Theoretical and experimental investigations of atomic, nuclear, and particle physics, including the special theory of relativity and quantum mechanics as applied to atomic spectra. Also included are elements of X-ray, NMR, nuclear counting techniques, half-life measurements, neutron activation and other nuclear techniques. Three lectures, one lab per week. Prereq: Phys 121 and Math 111 or permission of instructor.

230 Statistical Thermodynamics
Fundamental ideas of temperature, heat, equilibrium, and entropy. Primary emphasis on the microscopic, statistical basis of thermodynamics. Applications to gases, solids,

chemical and biological systems. Prereq: Phys 210 and Math 111. (Not offered in 1994-95.)

240 Electronics
Transistors, diodes, integrated circuits, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Three lectures, one lab per week. Prerequisite: Physics 121, or permission of instructor. (Not offered in 1994-95.)

250 Analytical Mechanics
Spring *Mr. Donnally*
Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations, and wave motion. Prerequisite: Mathematics 111 and Physics 120.

310, 311 Electricity and Magnetism I & II
Fall, Spring *Mr. Kash*
Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations, radiative phenomena, electrodynamics and elements of modern optics. Four lectures per week for 310. Three lectures, one lab per week for 311. Prerequisite: Physics 210, Math 210.

320 Mathematical Methods
Fall *Mr. Kash*
Practical techniques for solving the partial differential equations that arise in the physical sciences. Special functions, series solutions of differential equations, orthogonal polynomials, boundary value problems, eigen systems, and asymptotic methods. Emphasis on examples with exact solutions to illustrate principles and to develop intuition, followed by numerical approaches to applications. Four lectures per week. Prereq: Physics 210, Math 210 required; Math 214, 231 and CS 112 recommended. (Cross-listed as Math 320.)

350 Modern Optics
A study of physical optics including topics in interference, diffraction, scattering, polarization, absorption, lasers, and applications. Three lectures, one lab per week. Prerequisite: Physics 121. (Not offered in 1994-95 but may be offered as a tutorial.)

410 Advanced Analytical Mechanics
Spring *Mr. Kash*
Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisite: Physics 250 and Mathematics 210.

420, 421 Quantum Mechanics I & II *Mr. Faber*
Fall, Spring
Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Four lectures per week. Prerequisite: Physics 210 or Chemistry 320, (or permission of instructor) and Mathematics 210. (Not offered in 1994-95.)

Physics Courses Offered Less Frequently (Not offered in 1994-95.)

108 Energy: Prospects and Alternatives
How can the world's growing demand for energy be satisfied? Merits of present and proposed energy conversion methods. Problems with regard to environmental degradation, distribution, storage, cost, availability. Basic physical principles of various energy systems. No higher mathematics required. Two three-hour lectures and demonstrations per week. No laboratory.

POLITICS

Professor Jonathan F. Galloway (Chairperson): *International Relations. World Political Economy.*
Professor Charles A. Miller: *American Constitutional Law. Civil Liberties.*
†Professor W. Rand Smith: *Comparative Politics. Political Economy.*
Associate Professor Paul B. Fischer: *Local and Regional Studies. American Politics.*
Associate Professor Ghada Hashem Talhami: *Third World Politics. Women's Studies.*
Assistant Professor Paul Hagland: *Comparative Politics. Political Economy.*
Assistant Professor Siobhan Moroney: *Political Theory. American Politics.*

The study of politics attempts to understand the phenomena of human governance and addresses power and authority, legislatures and courts, sovereignty and status, war and peace, ideologies and the public welfare. It can be studied through the history of peasant rebellions and municipal elections, and discussion of justice and equality. It intersects with culture and economics. Research may be conducted by interview and microfilm, with the techniques of statistics and simulation and the aid of bibliographies and computers. One can breathe politics by living abroad, participating in campaigns, or working as an intern.

The courses in the department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the department consists of a minimum of eight courses:

1. Two introductory courses (110 and 120). Under unusual circumstances an upper-level course may be substituted for an introductory course.
2. Six advanced courses. The advanced courses must include: at least three at the 300 level or higher; *and* one from each of the five subfields of politics, and in the following fashion:

American Politics (220, 221, 222, 223, 224, 320 or 322)
Comparative Politics (210, 211, 212, 216, 217 or 219)
International Relations (240 or 340)
Political Theory (357 or 358)
Public Law (360 or 365)

In order to graduate with a degree in Politics, a student must attain a minimum 2.0 grade point in the major. The department encourages study beyond the required courses, especially at the 300 level, in the senior seminar, and in courses arranged individually--tutorials, independent research, internships, and senior thesis.

Note on the introductory courses:
(1) Politics 110 and 120 are not sequential and may be taken in any order. (2) Each course is the normal prerequisite for further courses in the relevant area, but this may be waived with the permission of the instructor of an advanced course.

†Sabbatical Leave of Absence, 1994-95.

110 Introduction to Politics
Fall, Spring — *Mr. Galloway, Mr. C. Miller, Ms. Talhami*
Basic concepts in political science; selected political systems outside of the United States; some reading in political theory; topics in international relations. Note: Politics 110 is not a prereq. for Pol 120. (Meets Gen. Ed. Fresh. Writ. Requirement)

117 Africa: The Colonial Legacy
Fall — *Ms. Talhami*
First, there will be a brief examination of colonial rule, introducing the questions of the psychological impact of the imbalance between the power of the colonizers and the colonized. We shall then investigate continued European and Great power intervention in Africa. There will be detailed case studies of Kenya and Zimbabwe which will include an analysis of Shimmer Chinodys'a novel, *Harvest of Thorns.* (Cross-listed as Politics 117.)

118 Civil Disobedience and Political Obligation
Fall — *Ms. Moroney*
An introduction to political theory, emphasizing the themes of political obligation, civil disobedience and the relationship between the individual and her community. Organized chronologically, readings will be selected from he following (inexclusive) list: Sophocles' "Antigone," Plato's "Apology," and "Crito," Shakespeare's "Julius Caesar," Locke's *Second Treatise of Government*, Thoreau's "on Civil Disobedience," Melville's *Billy Budd*, Twain's *Huckleberry Finn*, Anouilh's "Antigone," King's "Letter from Birmingham Jail," Malcolm X's "Second Rally of the OAAU," and Morrison's *Beloved.* (Cross-listed as Politics 118.)

120 Introduction to American Politics
Fall, Spring — *Mr. P. Fischer, Ms. Moroney*
Origins of the American political system, basic institutions, political parties and interest groups; evolution of constitutional interpretation.

210 European Politics
Spring — *Mr. Hagland*
Comparative study of selected eastern and western European governments. Other topics include: construction and breakdown of eastern and western blocs since World War II; democratization in eastern Europe; and politics of the European Union.

211 Communist and Post-Communist Systems
Spring — *Mr. Hagland*
Analysis of historical influences and contemporary trends in communist (or formerly communist) nations. Consideration of political, economic, and social dynamics in Eastern Europe, Soviet Union, and People's Republic of China.

212 Politics of the Third World
Fall *Ms. Talhami*
Special topics relating to Third World nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture. (Meets Gen. Ed. Social Science Requirement)

214 The Politics of South Africa
Spring *Ms. Talhami*
An examination of the transformation of South African political institutions. Related topics include the religious justification for white supremacy, the growth of Afrikaaner identity, and the politics of patronage. The course will also cover the white regime's strategies for sharing power, the impact of foreign corporations and the growth of the Black national movement. (Meets Gen. Ed. Soc.Sci.Requirement)

215 East Asian Politics
Fall *Mr. Hagland*
Domestic politics and policies in China, Japan, and the two Koreas.

216 The Politics of the Middle East
Spring *Ms. Talhami*
Study will focus on the Arab states while considering such important themes as modernization/development, the military, the role of religion, intra- and extra-regional relations, oil, the Arab-Israeli crisis and Lebanon. (Meets Gen. Ed. Soc.Sci.)

217 African Politics
Fall *Mr. Mwanasali*
A survey of the geography, social and political history, and post-independent politics of Black Africa. (Meets Gen. Ed. Social Science Requirement)

219 The Politics of Latin America
An introduction to politics and social change in Latin America. Study will focus on several Latin American countries and on special topics such as human rights, religion, the military, land reform, women and population policy. (Not offered in 1994-95.)

220 Political Parties
American parties, pressure groups, and electoral problems. (Not offered in 1994-95.)

221 The Presidency
An analysis of the executive in national government. There will be special emphasis on the three elections of the 1980's. (Not offered in 1994-95.)

222 Congress
Spring *Ms. Moroney*
The United States Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends. (Meets Gen.Ed.Soc.Sci.)

224 Mass Media and American Politics *Ms. Moroney*
Fall
An analysis of the influence of the mass media on American political institutions and American attitudes. Topics include: First Amendment issues, political campaigns, political movements, public opinion, advertising and entertainment.

225 Political Economy of Health Care in America
A survey of existing system(s) and proposals for change; history and trends; the effect of technology and demography on national health needs; role of the government; interest groups among providers, consumers, and insurers; comparative studies, especially in Canada. Prereq: Econ 110, Pol 120, and additional coursework in either department; or permission of the instructor. (Cross-listed as Econ 225. Not offered in 1994-95.)

240 American Foreign Policy *Mr. Galloway*
Spring
United States foreign policy at the end of and after the Cold War, with reference to fundamental principles, perennial forces and the lessons of history.

241 America at War
America's involvement in Korean, Vietnam, Persian Gulf wars. Topics include: war as an instrument of foreign policy, military goals and strategy, the combat soldier's perspective, public opinion, protest movements, constitutional issues (especially presidential vs. congressional powers), war's impact on society and politics. (Not offered in 1994-95.)

250 Introduction to Political Theory
Examination of various meanings and importance attributed to concepts of freedom, equality, justice, morality, patriotism and citizenship. (Not offered in 1994-95.)

260 Law and the Political System
Interrelations between law and the political system in the United States: the Constitution, legislation, administrative regulation, judicial decision; courts in politics; federalism; vigilante law. Prereq:Pol 120 or soph. standing. (Not offered in 1994-95.)

262 Philosophy of Law *Mr. Lombardi*
Fall
Survey of main philosophical theories about the nature and justification of law, with close examination of several key philosophical problems arising from the American legal system. Readings from law and philosophy. (Cross-listed as Phil 240.)

290, 291 Tutorial
To be arranged individually with an appropriate faculty member.

318-1 Topics in Comparative Politics I: Women in the Third World
Fall *Ms. Talhami*
(Meets Gen. Ed. Social Science Requirement)

318-2 Topics in Comparative Politics II: Advanced African Politics
Spring *Mr. Mwanasali*
(Meets Gen. Ed. Social Science Requirement)

318-3 Topics in Comparative Politics III: Comparative and International Environmental Policy
Spring *Mr. Hagland*

320 Public Administration
Analysis of the *accomplishing side* of government: how policies move from decision into action. Emphasis on the structure and process of government organizations, and on the implementation, management and evaluation of programs. Some consideration of government-business relationships and trends toward deregulation and the privatization of government services. (Not offered in 1994-95.)

321 United States Energy and Environmental Policy
Examination of policy processes surrounding energy and environmental regulation. Topics include production and use of energy resources (oil, gas, coal, nuclear, renewable energy); foreign policy implications of energy supplies; environmental problems related to energy use and economic development (e.g., ozone layer depletion, carbon dioxide buildup); American attitudes toward nature and the environment. (Not offered in 1994-95.)

325 Political Economy of European Integration
Fall *Mr. Hagland*
The evolution of the European Community and the new European Union established at Maastricht in 1992, with an emphasis on the politics of the Single European Act, the European Monetary System, and Economic and Monetary Union.

330 Political Biography
Fall *Mr. Galloway*
An examination of traditional and psychoanalytic biographies of important political figures, such as Wilson, Gandhi, Hitler, L.B. Johnson. What are the opportunities and risks of understanding politics from the perspectives of the personalities of individual leaders? What is the impact of personality upon the policies of statesmen and states?

339 Comparative Nationalism
Fall *Mr. Hagland*
An examination of the ethnoterritorial, linguistic, and religious bases for nationhood and statehood in multicultural states, with an emphasis on contemporary crises in Africa, Asia, Latin America and Europe.

340 World Politics
Fall *Mr. Galloway*
Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 Topics in International Relations
(Cross listed as International Relations 345. Not offered in 1994-95.)

353 Topics in Political Theory: Family Structure and Political Theory
An examination of traditional political theory looking to questions of sexuality, child-rearing, marriage, and family construction, and how these crucial issues affect political organization. (Not offered in 1994-95.)

357 Political Thought: Ancient to Renaissance Theory
Fall *Ms. Moroney*
Political thought from the Greeks through the Middle Ages. (Cross-listed as Philosophy 307.)

358 Political Thought: Renaissance to Contemporary Theory
Spring *Ms. Moroney*
Selected political philosophies from the sixteenth century to the present. (Cross-listed as Philosophy 308.)

359 Philosophical Foundations for Political Ideologies
Examination of contemporary philosophical justifications for liberalism, libertarianism, socialism. Emphasis on differences in views of human nature, freedom, and the ideal society. Readings from John Rawls, Robert Nozick, and Herbert Marcuse. Prerequisite: two courses in politics and/or philosophy. (Cross-listed as Philosophy 330. Not offered in 1994-95.)

360 American Constitutional Law
Fall *Mr. C. Miller*
A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 Civil Liberties
Spring *Mr. C. Miller*
Problems in civil liberties and civil rights, relating law to political culture. United States court cases, materials from other countries, selected theoretical works.

390, 391 Independent Research
To be arranged individually with an appropriate faculty member.

395, 396 Internship in Politics
Spring *Mr. P. Fischer*
Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. (Two course credits.)

480 Senior Seminar: Comparative Law
Spring *Mr. C. Miller*
The 1995 topic is Comparative Law. Comparison of civil law and common law systems; law based on religious precepts (Islamic, Jewish, canon law); transition from socialist law in Eastern Europe; mixed-law systems (e.g. India, Japan, Nigeria).

490, 491 Senior Thesis
To be arranged individually with a faculty supervisor.

Politics Courses Offered Less Frequently (Not offered in 1994-95.)
215 Politics and Culture of Japan
An introduction to Japanese society, politics and culture. Prerequisite: Politics 110 or Sociology and Anthropology 110, or consent of instructor.

223 Urban and Suburban Politics
Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big city and suburban politics.

251 Liberalism
Central concepts of liberalism as a political tradition from the seventeenth century to the present: liberty, equality, property, diversity; readings from Hobbes, Locke, The Federalist Papers, John Stuart Mill, Rawls.

253 The Framing of the American Constitution
Examines theoretical background and debates surrounding the framing and ratification of the Constitution of 1787. Readings include Montesquieu, Madison's *Notes of Debates in the Convention, The Federalist Papers* and Anti-Federalist works.

255 American Political Thought
Central themes of American political discourse: equality, liberty, minority rights, states' rights, and civil disobedience; readings from Jefferson, Hamilton, Madison, DeTocqueville, Calhoun, Lincoln, Brandeis, M.L.King, and contemporary theorists.

316 Pan-Arabist and Pan-Islamic Movements
The life of the Prophet Muhammad as a model for patterns of modern political leadership and socio-economic underpinnings of Pan-Arabist and Pan-Islamic Movements; role of Christian Arabs and missionary education in the development of modern nationalism; differences between Sunni and Shi'i fundamentalist thought; rise of mass political parties. Seminar format.

322 Urban Public Policy
An examination of a number of policy areas such as education, race, housing, crime and transportation, as they relate to the future of American cities.

328 Topics in American Politics
Seminar examining selected topics on political issues, institutions, or problems.

351 Marxist Theory and Modern Capitalism
Relevance of Marxist approaches to contemporary capitalist societies, especially the U.S., Western Europe, and Japan. Topics: evolution of work and class structure, development of the modern corporation, international division of labor, role of the state in capitalist society, and forms of class consciousness and class conflict.

PSYCHOLOGY

Professor Robert B. Glassman (Chairperson): *Brain Research and Theory. Learning and Memory. Evolutionary Theory. Cognitive Science. General Psychology. Science, Secularity and Religion.*

Professor David L. Krantz: *History and Systems of Psychology. Theories of Sanity and Insanity. Social Psychology of Science. Cross-cultural Psychology.*

Associate Professor Nancy C. Brekke: *Social Psychology. Psychology and Law. Research Methods and Statistics. Sex Roles. Decision Making.*

Associate Professor Phylis M. Frankel: *Counseling and Clinical Psychology. Educational Psychology. Diagnostic Assessment. Child Development.*

Associate Professor R. Sergio Guglielmi: *Medical and Health Psychology. Clinical Psychology. Cognitive-behavorial Therapy. Psychophysiology. Personality.*

Assistant Professor Jennifer E. O'Brien: *Cognitive Science. Experimental Psychology. Psychology of Language. Imagery.*

Lecturer Kathryn Dohrmann: *Developmental Psychology. Human Sexuality. Public Health.*

Lecturer Naomi Wentworth: *Developmental Psychology. Aging. Motivation. Brain Function in Attention. Mathematical Psychology.*

Psychology is both a natural science and a social science. Through critical analysis and experimentation, we seek an understanding of the phenomena of mind and behavior, including the discovery of principles and laws that explain how and why human beings and animals behave as they do. We consider the meaning of those phenomena, principles, and laws for our lives, and we try to foster sensitivity and wise responsiveness to human problems. In keeping with this spirit, the department has three broad goals. First, and most obviously, we want our students to understand the fundamentals of psychology--the principles, the phenomena, and the laws. Second, we want our students to be able to apply those fundamentals in examining scientific, personal and social issues. Third, our students should understand the ways in which their questions about psychology may be approached by means of scientific research. The requirements of the major are given below.

COURSE REQUIREMENTS

1. Psychology 110 and 220--Basic courses that survey the field of psychology and introduce the student to scientific research in psychology.

2. Two of the following: Psychology 310, 320, 360 and 370--Courses that cover the basic processes (perception, learning cognition and brain function) that provide the fundamentals of behavior. Biology 344 also accepted with permission of the department chairperson.

3. Two of the following four: Psychology 255, 275, 330, 350--Courses which give a foundation in understanding the social nature of human beings.

4. 400 level--Students must complete at least one senior level integrative course or senior thesis.

GRADE POINT AVERAGE

To graduate with a major in psychology, students are required to have a minimum *C* average (2.0) in the courses selected to fulfill the requirements outlined in items 1 to 4 above. No less than a *C-* will be accepted for the major in any of these courses: an exception is 110, in which the minimum grade is *C*.

SENIOR EXAMINATION

In the senior year, each major is required to take a comprehensive major exam. Its purpose is to provide an additional source of feedback to the Psychology Department and to the student about the educational experience in psychology. Graduation with a major in psychology requires taking the exam at one of the scheduled times; however, the score is used only for Psychology Department data collection, program evaluation, and student self-evaluation.

In addition to these requirements, the department asks that psychology majors consider the following:

1. Success in psychology is enhanced by substantial exposure to scientific and quantitative material. Therefore, psychology majors (especially those considering graduate work) are encouraged to take courses in other sciences and mathematics.

2. Psychology is a broad and diverse field. First, some content areas in psychology fall within natural science and others fall within social science. Second, psychology is concerned with both theoretical issues and applied issues. Third, the perspectives of individual faculty members are different. We encourage psychology majors to seek broad exposure across each of these three domains.

3. Since all professional activity in psychology requires the ability to evaluate original research literature and much professional activity requires the ability to perform such research, applications for professional work or graduate study are significantly enhanced by completion of Psychology 420 and by an independent research project or senior thesis.

4. While the classroom, laboratory, and library are our centers of learning, many students find that their engagement in psychology is best expressed in independent work. One set of such opportunities comprises internships off campus in social service agencies, hospitals, and other settings. These experiences allow counseling, teaching, and other skills to be cultivated in preparation for later professional training. All such internships in psychology are done within the framework of the practicum course, Psychology 380. Another excellent set of opportunities for independent work is here on campus. Students carry out laboratory research projects with faculty members in various areas of experimental psychology or survey research. Course credit may be granted under the heading of a Research Project or Senior Thesis. These on-campus research experiences, for qualified students, are the best exploitation of what this small college has to offer. Important in their own right, they also contribute strongly to applications for graduate school or other significant employment. Sometimes such projects result in student-faculty co-authored publications.

110 Survey of Psychology
Fall, Spring *Mr. Glassman, Mr. Guglielmi, Ms. O'Brien, Ms. Wentworth*
A review of contemporary psychology, including consideration of scientific methods, biological bases of behavior, learning, thinking, perception, motivation, emotion, states of consciousness, development, personality, psychological disorders, stress and health, and social interaction and diversity. Three lectures and one laboratory per week. (Cross-listed as F. S. 110-1. Meets Gen. Ed. Freshman Writing Requirement)

205 Stereotypes, Prejudice, and Discrimination
Spring *Ms. Brekke*
An examination of psychological approaches to the problems of prejudice and discrimination. Topics covered include: the prevalence of prejudice in American society, theoretical perspectives on the causes of prejudice, the psychological processes underlying different forms of prejudice (e.g., racism, sexism, ageism, homophobia, ethnocentrism), and methods of combatting prejudice and encouraging acceptance of diversity. Such topics will be explored through examination of classic and contemporary research on this topic. (Meets Gen.Ed. Fres. Writ. and Soc.Sci.)

210 Developmental Psychology: Childhood and Adolescence
Fall, Spring *Ms. Dohrmann, Ms. Wentworth*
Principles of development; interpretation of empirical studies and theories. A goal is to gain knowledge of scientific methods used in the study of development and to be better able to interpret advice on childrearing, and to understand childrearing practices in different cultures. Students carry out an observational study, a naturalistic field study, and an experiment. Prerequisite: Psychology 110 (Meets Gen. Ed. Freshman Writing Requirement and Gen. Ed. Social Science Requirement)

211 Adulthood and Aging
Fall *Ms. Wentworth*
Examination of developmental processes associated with adulthood and old age. Examination of evidence for continued development throughout the lifespan. Evidence from a variety of sources, including scientific research and cultural lore, is used in examining the person in terms of physical, psychological, social, cultural and ideas about spiritual aspects. Prerequisite: Psychology 110. (Meets Gen. Ed. Freshman Writing Requirement and Gen. Ed. Social Science Requirement)

220 Research Methods
Fall, Spring *Mr. Krantz, Ms. Brekke*
Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and measurement. Prerequisite: Psychology 110.

255 Social Psychology
Fall, Spring *Ms. Brekke*
Survey of the major topics of inquiry in social psychology: attitudes, social cognition, attribution, social norms and roles, conformity, social influence, persuasion, group dynamics, aggression, altruism, interpersonal attraction, stereotyping and prejudice, conflict and peacemaking. Emphasis on applications of social psychological principles to real world phenomena as well as understanding basic research. Prerequisite: Psychology 110.

275 Personality
Fall, Spring *Mr. Guglielmi, Mr. Krantz*
This course offers a general introduction to the study of personality. It surveys the major theoretical perspectives and research issues in the field of personality psychology. In particular, the contributions made by psychodynamic, humanistic, trait, and cognitive-behavioral theories to the study of personality development, personality assessment, and personality change will be reviewed. Students will be encouraged to examine critically the diversity of those theoretical formulations, their basic assumptions, and the research evidence available to support them. Prerequisite: Psychology 110.

295 Cross-Cultural Psychology
Fall *Mr. Krantz*
The subtle transaction between culture and behavior will be explored cross-culturally through the following topics: psychotherapy, a person's sense of self-control versus situational control of one's own behavior, need for achievement, stages in moral development, and management styles in work environments. Comparisons will emphasize data from the United States and Japan. Prerequisite: Psychology 110 or Sociology and Anthropology 110.

310 Sensation and Perception
Spring *Ms. O'Brien*
As you go through your day, you are constantly sensing and perceiving: You feel the warmth of the hot shower on your skin, you smell the aroma of the coffee in your cup, you taste the disagreeable tartness of your orange juice after brushing your teeth, you see the bright colors of the spring day on your way to class, you hear the words of your instructor and you organize them into coherent ideas. This course explores the anatomy and physiology of the sensory systems, and the way in which the raw sensory signals become organized into meaningful perceptions. Prerequisite: Psychology 220 with grade of at least *C*-.

318 Psychology Applied to Education
Fall *Ms. Frankel*
Principles of psychology as applied to the teaching/learning situation. Emphases include the socio-emotional contexts of education and the identification and characteristics of students with special needs, including those with learning disabilities. Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 with a grade of at least *C*- or permission of instructor. (Cross-listed as Education 318.)

320 Learning and Memory
Fall *Mr. Glassman*
A survey of approaches to the study of learning and memory and the nature/nurture issue, with emphasis on experimental studies and theory, reading scientific journals,

individual course projects, and seeking relevancies with other areas of psychology. Prerequisite: Psychology 220 with grade of at least *C-*.

325 Psychology of Sellers and Consumers
Spring *Mr. Glassman*
In what ways is our knowledge of individual psychology deepened by studying aspects of the social philosophy and "psychoeconomics" of our consumer society? How do basic principles of psychology interact with practical knowledge of salesmanship? Readings (including current scientific journal articles), discussions, independent projects, papers, examinations, and a strong emphasis on informed oral participation by students. With the collaboration of the Career Development office, Alumni Mentors in sales professions participate regularly. Prerequisite: Junior standing, and Psychology 220 with a grade of at least *C-*.

330 Motivation and Emotion
A study of the origins and arousal of the range of motivations and emotions (including those for love, sexuality, competency, security and creativity). Human values, ethics and emotions will be considered as vital components of motivation. Important positive and negative aspects of motivation (such as satisfaction, peak experiences, fulfillment, frustration, conflict, violence and then redirection) will also be treated. Neuropsychological evidence as used in clinical practice will be considered. Prereq: Psyc 220 with a grade of at least *C-*. (Not offered in 1994-95.)

340 Psychology of Women
Being female--what it means in our society, what it means biologically, and how all of this is incorporated into the behavior, thoughts and feelings of girls and women. Prerequisite: Psychology 110. (Not offered in 1994-95.)

345 Organizational and Industrial Psychology
The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations. Prereq: Psyc 110. (Not offered in 1994-95.)

350 Abnormal Psychology
Fall, Spring *Ms. Frankel, Mr. Krantz*
Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 with a grade of at least *C-* or permission of instructor.

360 Cognitive Psychology
Fall *Ms. O'Brien*
How may we attempt to comprehend the most baffling of "machines," the human mind? During the 1950's and 1960's, experimental psychologists, inspired by the "computer revolution" which was just then beginning, realized that the unobservable mental processes of the human mind could also be investigated scientifically. They began to more intensively study mental processes using new laboratory techniques and new theories. The topics covered in Cognitive Psychology include: attention, thought, knowledge, memory, problem-solving, reasoning and decision-making, language structure and comprehension, intelligence, and mental imagery. We will also consider the history of this area, as well as the benefits and limitations of the so-called computer metaphor of mind. Students taking this course will gain valuable understanding about how research hypotheses are generated from theories, while designing experiments to test those hypotheses, interpreting the results, and reporting the results according to scientific standards. Prerequisite: Psychology 220 with a grade of at least *C-*.

370 Neuroscience and Behavior *Mr. Glassman*
Spring
How the brain participates in psychological processes: perception, motivation and emotion, learning, movement, consciousness. Discussion of some therapeutic drugs and drugs of abuse, and discussion of brain damage and recovery in humans. Laboratory sessions include experiments in animal behavior, demonstration of human brain waves, and comparison of computers with brains. Prerequisite: Psyc 220 with a grade of at least *C-* or a suitable college course in mathematics or natural science.

380 Practicum: Internships in Psychology *Ms. Frankel*
Spring
Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. All internships in psychology are done within this course. (Because the practicum experience varies, students may be permitted to repeat.)

410 History and Systems of Psychology *Mr. Krantz*
Spring
An examination of major theoretical trends throughout the history of psychology, with particular emphasis on such paradigmatic questions as: reductionism, nativism vs. empiricism, experience and behavior. The question of how to situate classic texts will be explored by reading a significant work in the history of psychology. Prereq: Psychology 220 or Senior standing in another major or permission of instructor.

420 Statistical Methods in Psychology *Ms. Brekke*
Fall
Experimental design, statistical inference, and quantitative methods, with emphasis on analysis of variance and computer applications. Students who are considering doing senior theses are strongly encouraged to take this course in the junior year. Prerequisite: Psychology 220 or permission of instructor.

430 Psychology and Law
Does pornography cause crimes against women? Can polygraphs be used to detect deception? Are eyewitnesses to crimes reliable? Can hypnosis enhance the accuracy of witnesses? What is the insanity defense? Could you be committed to a mental institution against your will? Does the death penalty deter crime? Can psychologists "rig" juries? How do juries make decisions? Are the courts biased against minority defendants? We will consider these and other questions in Psychology and Law. We will survey the field and consider: (a) how psychology can help the law, and (b) how

studying the law can help psychology. Prerequisite: Psychology 220 or suitably advanced standing in another area. Preference in registration given to graduating seniors majoring in psychology. (Not offered in 1994-95.)

440 Clinical Psychology
This course is designed to prepare students for graduate school in clinical psychology or for employment in clinical settings by providing instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. These issues are studied in the context of nature of persons, human satisfaction and values theories. Prereq: Psyc 330, 350, or 375. Preference in registration to graduating seniors majoring in psychology. (Not offered in 1994-95.)

450 Health Psychology
Fall *Mr. Guglielmi*
Health psychology is a growing field focusing on the relationship between psychosocial factors and physical health/illness. Some topics explored: the role of behavior in health and disease, the neurobiology of stress and emotion, major stress-related disorders (e.g. coronary heart disease, cancer, headaches), prevention strategies and psychologically-based treatment approaches. These issues are often treated in the media and popular literature, but this course will focus on the issues from a scientific perspective. Prereq: Psyc 220 or suitably advanced standing in another area. Preference in registration to graduating majors in psychology.

460 Psychology of Language
Spring *Ms. O'Brien*
Psycholinguistics is a relatively new and exciting subdiscipline of cognitive psychology and cognitive science. Every major theoretical approach to human behavior has attempted to explain how humans learn and use language. Information-processing theories and computer models of the mind have had an impact on ancient questions concerning verbal behavior. Topics covered include: philosophy of language, history of psycholinguistics, the influence of context, common ground and world knowledge in language understanding, lexical processing and lexical ambiguity, syntactic processing, inferences in discourse processing, speech acts, pragmatics, figurative language, conceptual metaphors and poetic metaphors. Readings include: original journal articles and manuscripts in preparation for learning about the "cutting edge" controversies in contemporary psycholinguistics. Prereq: Psyc 220 with a grade of at least C- or permission of the instructor. Preference in registration to graduating seniors in psychology.

480 Senior Seminar
Contemporary issues in a broad range of topics will be examined via discussion between the psychology faculty and invited students. Among the areas discussed will be: personality, learning, social psychology, developmental psychology. Prerequisite: Senior standing. By invitation only. (Not offered in 1994-95.)

RELIGION

‡Associate Professor Ronald H. Miller (Chairperson) : *Comparative Religion. Biblical Theology. Jewish Christian Dialogue.*
Lecturer Catherine Benton: *Comparative Religion. Asian Religion. Cross-cultural Studies.*
‡‡Lecturer Herbert Bronstein: *Judaic Studies.*

Courses in the Department of Religion are offered as an understanding of religious thought, art, and literature; and to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form; and to develop the analytical tools for the study of religious literature and history. The department does not purposely indoctrinate or propagandize but helps to equip students toward sound judgments in an atmosphere of free and serious inquiry, with a concern for the application of scholarly methods and modern scholarship. Most courses are open without prerequisite to any interested student.

Students may pursue more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider the Independent Scholar program which combines work in the Department of Religion with other departments. (Leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

115-1 Religious Approaches to Existence *Mr. R. Miller*
Fall
This course focuses on the nature of religion and religious experience, the ways of knowing that characterize religion, and how various traditions define a religious life. Readings include examples of religious experience from fiction (Hermann Hesse's *Siddharta*), from a spiritual classic (Teresa of Avila's *The Interior Castle*), and from more contemporary spiritual autobiographies (Kathleen Norris' *Dakota* and *Black Elk Speaks*). These diverse texts will be examined from the vantage point of central insights in William James' classic study, *The Varieties of Religious Experience.*

115-2 Religious Approaches to Existence
This course focuses on several fundamental religious questions, such as the nature of evil, the meaning of suffering, concepts of the transcendent, and how various traditions define a religious life. Readings include religious autobiographical writings from Judaism, Hinduism, a native American tradition, Buddhism, and a Mexican

‡Coordinator of Interfaith Ministry.
‡‡Senior Rabbi, North Shore Congregation Israel.

shaman tradition, as well as an ancient Sumerian epic. Both class discussion and the writing of analytical papers will be emphasized. (Not offered in 1994-95.)

151 Spiritual Journeys
This course focuses on the idea of a spiritual journey as expressed in contemporary autobiographical accounts. In the course of studying these different spiritual journeys, we would be examining questions like the nature of religion, the difference between religion and spirituality, the meaning of a spiritual path, and the relationship of spiritual paths to one another. Readings include works like Kathleen Norris' *Dakota*, Diana Eck's *Encountering God*, Mike Bryan's *Chapter and Verse*, Andrew Harvey's *Hidden Journey*, and Ari Goldman's *The Search for God at Harvard.* (Offered in alternate years; not offered in 1994-95.)

201 Introduction to the Bible
Fall *Mr. R. Miller*
An overview of the Hebrew Bible and the Christian Testament, examined within the historical and cultural settings from which the biblical scriptures emerged. The major genres of biblical writing will be studied: poems, prophetic oracles, wisdom sayings, legends, historical narratives, apocalypses, gospels and letters. Readings will include passages most important for later art, literature and theology. (Cross-listed as Comparative Literature 207. Meets Gen. Ed. Humanities Requirement)

207 Religion in Contemporary America
Spring *Mr. R. Miller*
A study of current developments in American religion with focused discussion on the new Religious Right, Black theology, alternative religions, trends within Judaism, Catholicism after Vatican II, and New Age religion.(Meets Gen.Ed. Fresh. Writing)

215 Judaism: The Inner Design
The course will structurally investigate concepts, myths and metaphors of ancient and modern Judaism, its coherent design; and by way of comparison with other religions on such issues as "this-worldly"/"other worldly," motive and deed, mythical self-transcendence etc., its contributions to human spirituality. Lectures, discussion and the reading of original texts will be used for the course. (Not offered in 1994-95.)

216 The Judaic Tradition: Master Texts
An overview of the Jewish tradition from the period of the Hebrew Bible to the present day, through examination of great Jewish religious texts with concern for the changing historical contexts from which they have emerged. (Cross-listed as CL 216.)

217 Religions of Asia
Fall *Ms. Benton*
An introduction to the religious traditions of Hinduism, Buddhism, and Taoism. Focusing on their historical development as well as their belief structures, we will read ancient, classical and modern texts, and discuss the responses of the traditions to such issues as the nature of the universe and the place and purpose of human beings within the universe. (Meets Gen. Ed. Fresh. Writ. and Soc.Sci. Requirement)

218 Religions of the Middle East *Mr. R. Miller*
Fall
An introduction to Judaism, Orthodox Christianity, and Islam. We will examine the interconnected histories, scriptures, and beliefs of these influential religious traditions of the Middle East. Emphasizing mystical movements as well as the orthodox traditions, we will read primary scriptural texts as well as later legendary, theological, and popular works. (Meets Gen. Ed. Freshman Writing and Humanities Requirement)

221 Indian Religious Tradition through Story Literature *Ms. Benton*
Spring
Stories are one of the oldest and most effective means of communicating religious values and ideals, while being one of the least threatening ways of questioning these same values and ideals. Storytelling has always been and continues to be entertaining, in India as in most other cultures. This course will examine the hidden and more obvious teachings of worldview and ethic imbedded in a variety of tales, and the ways narrative has functioned as *teacher* in the Indian religious traditions, Hinduism and Buddhism. Possible texts: Animal stories (Pan catantra, Hitopadesa, Jataka), mythological stories focused around the gods and goddesses, and contemporary stories of saints and miracles. (Cross-listed as CL 220. Meets Gen. Ed. Freshman Writing Requirement and Gen. Ed. Social Science Requirement)

222 Classics of Asian Thought: Indian and Islamic Traditions
This course explores Indian and Islamic values, beliefs and worldviews through selections from the classic literature of these traditions. The readings cover a span of history from ancient to modern periods and involve subject matter ranging from philosophical speculation about the nature of the universe to the story of a king who loses his wife to a ten-headed demon. (Cross-listed as CL 226. Meets Gen. Ed. Fresh. Writ. and Social Science Requirement.)

223 Asian Thought: China and Japan *Mr. Hull*
Fall
In depth examination of selected thinkers of textual sources, ancient and modern, from Chinese and Japanese traditions. Examination of issues such as perception, knowledge, creativity and freedom, as well as distinctive Asian concepts of nirvana, no-self and Tao. (Cross-listed as Phil 275. Meets Gen. Ed. Soc.Science Requirement.)

275 Feminine Images of the Divine *Ms. Benton*
Fall
Focused on the ways different religious cultures have incorporated images and ideals of the female into the practice and teaching of their traditions. These images and ideals range from various goddesses to saints to those called "holy women" in India. Topics will include: early images of female deities in ancient Mesopotamia and the Near East as well as characters drawn from the Greek pantheon, the widely varying images of Mary found in different Christian cultures, diverse images of the goddess in Hinduism, the Chinese female bodhisattva Kwan-yin, and female images of the divine in mystical Islamic poetry. (Cross-listed as CL 275. Not offered in 1994-95.)

306 Greek and Roman Religion
Fall *Mr. Georges*
Seminar on issues in the social and intellectual forms of Greek and Roman religion. from the Homeric Age to the early Christian era: primitive beliefs, warrior religion, women's cults and women's roles, mystery religions and magic, ruler worship, pagan philosophies, and the early Christian pagan background. Prereq: one course in ancient history, philosophy or literature, or consent of instructor. (Cross-listed as Hist 304.)

310 The Hebrew Bible
Spring *Mr. Bronstein*
Close examination of the three divisions of the Hebrew Bible: the Torah, the Prophets, and the Writings. Attention will be given to the historical significance of the texts, their cultural background, and their theological implications. Prerequisite (any of the following): Religion 201, 218, or junior standing. (Ident to CL 310)

311 The Christian Testament
Close examination of the four genres of writing: gospel, letter, apocalypse, and historical narrative. Attention will be given to the historical background of this period; the religious, political, and cultural currents of the first-century world; and the theological significance of the text. Prerequisite (any of the following): Religion 201, 218 or junior standing. (Offered in alternate years; not offered in 1994-95.)

312 In Search of the Historical Jesus
Spring *Mr. R. Miller*
Close examination of various portraits of Jesus: in the four gospels of the Christian Testament, in early non-canonical gospels, in recent appraisals of Jesus in scholarly works, in literature, and in film. Primary focus on the perennial attempt to reconstruct the historical Jesus. Prereq:(any of the following) Rel 201,218,311 or junior standing.

320 Western Christianity
Spring *Mr. R. Miller*
Discussion will center around primary theological sources representative of the early Latin fathers, the Middle Ages, the Reformation, and Christian religious thinkers of the 19th and 20th centuries. Authors studied include: Augustine, Thomas Aquinas, Martin Luther, Friedrich Schleiermacher, and Thomas Merton. Prereq: (any of the following): Rel 201, 218 or junior standing. (Meets Gen. Ed. Humanities)

321 Jewish-Christian Conversations
Beginning with relevant passages in the Christian Testament literature, the class discussion will move to patristic literature and then to discussions in the medieval and modern periods of European history. Our primary focus will be on the forms of dialogue emerging in Europe and North America after World I and continuing into our contemporary world. Prereq:(any of the following): Rel 201,215,216,218,311,312 or junior standing. (Offered in alternate years; not offered in 1994-95.)

322 Religious Existentialism
An epoch of European philosophy and religious thought culminated in the great system developed by Hegel. In its wake came a literature of protest, beginning with the Danish philosopher and religious thinker Soren Kierkegaard and moving through a later generation of European intellectuals who came to maturity between the two world wars. Included are Jewish voices like Martin Buber and Franz Rosenzweig, as well as Christian writers such as Paul Tillich and Gabriel Marcel. Readings include texts by these religious existentialists. Prereq(any of the following): Rel 201,218,310,311,312,321; (Cross-listed as Phil 322. Offered in alternate years; not offered in 1994-95.)

SOCIOLOGY AND ANTHROPOLOGY

Professor Arlene Eskilson (Chairperson): *Cross-Cultural Sociology and Social Psychology. Quantitative Methodology. Gender.*

Associate Professor Jennifer Wallace: *Applied Sociology. Inequality. Social Policy. Social Problems. Deviance and Crime.*

Assistant Professor Ahmad Sadri: *Social Theory. Political Sociology. Sociology of Religion. Sociology of Film. Sociology of Intellectuals.*

Lecturer Kurt Ham: *Africa. Development Issues. Gender.*

‡Lecturer Luis Zayas: *Brazil. The Caribbean. Development Issues.*

Although Sociology and Anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the department are directed toward the discovery of general principles that help to explain similarities and contrasts in human social behavior. To this end, work in the department centers upon the comparative analysis of human societies. We emphasize study of both modern and pre-modern societies, including issues of contemporary social policy.

Introduction to Sociology and Anthropology (S&A 110) serves as the prerequisite for most higher level courses. Courses at the 100 level are designed for first and second year. Juniors and seniors are admitted to 100 level courses only with prior consent of the instructor, but are encouraged to enroll in 200 level courses without prerequisite. S&A 210 is designed for sophomore students: juniors and seniors admitted only under special circumstances. Many courses at the 200 level are open to juniors and seniors without prerequisite, but require S&A 110 as a prerequisite for freshmen and sophomores. Other courses apply the prerequisite of S&A 110 to all students.

All courses in Sociology and Anthropology incorporate cross-cultural comparisons, but courses in which an anthropological perspective predominates include 201, 221, 251, 261. Majors complete a minimum of nine courses in the department. A grade of *C-* or better must be earned in all courses counted toward the major. The specific requirements are:

1. 110, 210, 310, 320, 395, and beginning spring 1997, either 480 (Senior Seminar) or a senior thesis.

2. Students not writing a senior thesis must exercise their 'sociological imagination' beyond the classroom by electing at least one of the following: an independent study or creative project, an off-campus internship, or an off-campus program such as Urban Studies, or an LFC, AMC, or other approved program.

3. When possible, at least one elective must be taken from among the courses with an anthropological emphasis, all of which end with the number *1*.

Majors planning graduate studies in sociology, anthropology, demography, social service, or social policy are urged to take courses in foreign languages, mathematics, computer science, and statistics. The department takes special interest in encouraging senior thesis work leading to the degree with honors in the major.

‡Resident Academic Fellow, 1994-95

107 Rebellion and Revolution: Collective Behavior and Social Movements
When is social life disturbed? There are established ways of challenging existing patterns of social life and these are called social movements. Social action also occurs in less structured ways, when people try to work out common responses to situations; e.g., lynch mobs, riots. This course will examine both distinct forms of social action, as well as definitions, types, theories, tactics, and the life course of various forms of collective behavior, and social movements. (Cross-listed as Freshman Studies 107. Not offered in 1994-95.)

108 Utopias: Social Solutions to Social Problems
How might one imagine, or construct, a perfect society? This course examines the utopian vision of thinkers in various historical periods, and their attempts to realize utopian communities on earth. Attention is given to ideal communities in America, and to the actual conditions of their success or failure. The culminating experience in the course involves identifying and seeking solutions for social problems that make our society less than utopian. (Cross-listed as FS 108. Not offered in 1994-95.)

110 Introduction to Sociology and Anthropology *Mr. Sadri, Ms. Wallace*
Fall, Spring
An inquiry into the social (group rather than individual) bases of human practices and human life: an unfamiliar but revealing perspective on the familiar world. Limited to first and second year students.

114 Chicago Sociology *Ms. Eskilson*
Spring
Classic, early and contemporary studies of Chicago, supplemented by on-site visits to the neighborhoods examined in these investigations. Special focus on issues of gender, race, ethnicity, and social class. Limited to first and second year students. (Meets Gen. Ed. Freshman Writing Requirement)

116 Self and Social Interaction *Mr. Sadri*
Fall
This seminar focuses on social interaction by gauging the nature of action when in the presence of others. The students will gain a critical distance from their social surroundings by framing and studying what they often take for granted. Class readings will consist of original research articles which will be criticially studied and debated in class. Students will design and conduct their own experiments. (Cross-listed as Freshman Studies 116.)

201 Gender in Cross-Cultural Perspective
This course focuses upon sex roles in societies and in epochs other than our own. The cultural and biological roots of women's subordination will be examined as will the social bases of women's power and influence. Prerequisite S&A 110 for freshmen and sophomores. (Not offered in 1994-95.)

S&A 202, 203 and 204 are part of the College's Program in Greece and Turkey and are offered on-site. Prerequisite for freshmen and sophomores: S&A 110; open to juniors and seniors without prerequisite. (Cross-listed as AMC 202, 203, and 204.)

202 Greece in the Bronze Age
Spring (March) *Mr. Lombardi, Staff*
See the Department of Ancient Mediterranean Civilizations for course description. (Cross-listed as AMC 202 and Art 203)

203 Greece and Turkey in the Classical Era
Spring (April) *Mr. Lombardi, Staff*
See the Department of Ancient Mediterranean Civilizations for course description. (Cross-listed as AMC 203 and Art 203)

204 Greece and Turkey in the Byzantine Age
Spring (May) *Mr. Lombardi, Staff*
See the Department of Ancient Mediterranean Civilizations for course description. (Cross-listed as AMC 204 and Art 204)

210 Principles of Social Organization
Fall *Ms. Wallace*
Are human beings free--or prisoners of society? This course examines how people organize social life, and the effects of this organization--that is, when does establishing order become discrimination? This course focuses on how people organize to meet their daily needs, and on all aspects of social organization that are attributable to social--not physical or psychological--conditions. Theories, cross-cultural comparisons of social organization, and the building blocks of social organization will be explained. Prerequisite: S&A 110. (Meets Gen. Ed. Social Science Requirement)

217 Sociology of Work
The meaning of *work* from a cross cultural perspective, with a focus on sociological concepts such as stratification, power, quality of life, and organization in the social world. Focus will be both on cross cultural comparisons of the social definition of work, and on the organization of work in the United States including types of occupations, power distribution within occupations, and changes in the work force. Participant observer studies will provide comparisons of the work worlds of pink, blue, and white collar workers. Prerequisite S&A 110 for freshmen and sophomores. (Not offered in 1994-95.)

220 Sociology of Sport
Sport will be analyzed as a distinctive social institution, which serves to teach and reinforce social norms and values. Topics to be covered include: gender roles/stereotypes and sports, the relationship of sports and class inequality and racism, sports and militarism, exploitation of athletes, and cross-cultural analysis of the role of sports in selected societies including Brazil, Japan and Africa. Prerequisite: S&A 110. (Not offered in 1994-95.)

222 Social Foundations of Education
A study of social issues and trends that influence American educational practices. An introduction to the school as a social institution and to the relationship between historical social changes and changes in educational practices. Schools are examined as institutions that influence the social as well as the academic development of American youth. Prerequisite S&A 110 or Education 210 for freshmen and sophomores. (Cross-listed as Education 222. Not offered in 1994-95.)

240 Deviance *Ms. Wallace*
Fall
How society defines deviants--its outcasts and outsiders--and how the people so defined respond to this categorization; the nature of *normal* and *abnormal*, legal and illegal. Do these categories have absolute moral meaning, or do they always depend on the particular society and era in which they are defined? Topics to be addressed include stigma and stereotyping, cross-cultural variations in sex roles, the status of the inmate, deviance as blocked opportunity, and the political mobilization of outsiders. Prerequisite S&A 110.

260 Social Psychology *Ms. Eskilson*
Fall
The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. Prerequisite S&A 110 for freshmen and sophomores.

261 Cultural Anthropology *Mr. Ham*
Fall
An introduction to cultural and social anthropology that integrates theoretical rationales with ethnographic accounts of societies in various parts of the world. Explores major trends in the history of the discipline through selected topics, including the concepts of society and culture, racial theories, ethnographic method, structural/functional analyses of socio-religious, socio-political and socio-economic systems and the role of anthropology in social activism. Prerequisite S&A 110 for freshmen and sophomores. (Meets Gen. Ed. Social Science Requirement)

280 Sociology of Gender *Ms. Eskilson*
Spring
Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the twentieth century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future life styles and implications for social policy. Prerequisite S&A 110 for freshmen and sophomores. (Meets Gen. Ed. Freshman Writing Requirement and Gen. Ed. Social Science Requirement.)

285 Social Structure and Culture through Film
This course combines a historical survey of narrative films and an overview of international schools of film making and couches them in a sociological framework.

The questions of treatment of the *other* (races and nations), totalitarianism, revolution, militarism, deviance, various views of human nature, utopias and distopias portrayed in science fiction movies will be addressed. Prerequisite: 110. Required: an additional weekly lab session for viewing movies. (Not offered in 1994-95.)

290 Social Service and Social Policy
Spring *Ms. Wallace*
The course tracks the institution of *social problems* in the United States through a practical and theoretical understanding of how we identify social problems, social movements that grow out of these problems, and policies and programs developed to deal with these problems. The meaning of social service, including theoretical interpretations, historical perspectives, and social perspectives. Emphasis on current social services. The course includes a site visit and field trips. Discussion of services in fields such as mental health, physical health, housing, education, public aid, and employment. Prerequisite: S&A 110.

310 Social Research: Design
Fall *Ms. Eskilson*
Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for junior year. Prerequisite: S&A 110; S&A 210 with a grade of *C* or better.

320 Social Research: Techniques
Spring *Ms. Eskilson*
Application of research skills in carrying out an actual research project. Data analysis techniques including multivariate analysis and social science computer skills using the SPSSX program. Prerequisite: S&A 310 with a grade of *C-* or better.

375 History of Social Thought
The works of leading social thinkers whose ideas have profoundly influenced concepts of social life in the modern world. Special attention to Plato, Aristotle, Hobbes, Locke, Marx, Weber and Durkheim. Discussion of how their theories square with the facts and the power of these theories as instruments of historical change in the world today. Prerequisite: S&A 110. (Not offered in 1994-95.)

380 Political Sociology
Analysis of political structure and processes in varying types of societies, including traditional pre-industrial, developing, and modern societies. Theories of Hegel, Lukacs, Spencer, Weber and Arendt on the evolution of the state and critiques of authoritarian, totalitarian, and democratic political systems. Social bases of the distribution of power and political participation. Prereq:S&A 110.(Not offered in 1994-95.)

385 Intellectuals and Society *Mr. Sadri*
Spring
What is the role of intellectuals and the intelligentsia in the classical, medieval, and modern Occident? What characterizes people of knowledge in these and non-Western civilizations? A cross-cultural comparison of the development of intellectual elites in various arenas including Asia, the Islamic World, and in eastern and western European and American cultures. Prerequisite: S&A 110.

395 Social Explanation and Theory *Mr. Sadri*
Spring
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; contexts of explanation and problems of systematic theory construction in social science. Prerequisite: S&A 110.

451 Internship *Ms. Eskilson*

453 Tutorial

454 Research, Independent Study

480 Senior Seminar
Selected topics will be offered each year beginning in 1995.

490 Senior Thesis

Sociology and Anthropology Courses Offered Less Frequently
(Not offered in 1994-95.)

170 Contemporary Social Issues
How do social conditions and trends come to be identified as "problems"? What are the implications of defining something (or some group) as a "problem"? From a comparative perspective, this course examines a number of recognized social issues, including colonialism, social inequality--race, racism and poverty, alienation, and technological advances that are altering the occupational structure of our society. The course will also consider some recent critiques of our society, and how social movements have mobilized around these criticisms. (Juniors and Seniors admitted only with explicit consent of instructor.)

206 Power and Society
The social bases of political control and political participation; processes of social stratification (socio-economic classes, minorities, ethnic communities, gender-based organizations.) Group interests and the development and resolution of conflict.

211 Ethnography
Intensive historical survey of ethnographical field work; major questions guiding anthropological accounts of peoples in Africa, Asia, Native North America, Latin America and the South Pacific; introduction to classics and contemporary works in

social anthropology. Using the concepts and methods explored in the readings, the final class project will be an ethnography (based on fieldwork) of LFC. Prerequisite: S&A 110 for freshmen and sophomores.

221 Peoples and Cultures of Modern Africa
Introduction to contemporary rural and urban society in Subsaharan Africa, drawing on materials from all major regions of the subcontinent. Particular emphasis: problems of rural development, rural-urban migration, and structural changes of economic, political and social formations in the various new nations. Prerequisite S&A 110 for freshmen and sophomores.

251 Cultural Ecology
This course is an exploration of human adaptations to the natural setting including an analysis of such global issues as the use and depletion of natural resources, past and present, limits to growth and productivity, population pressures and the politics related to food supply. Comparative studies form the basis for the evaluation of current theory related to the interaction between people and their environment. Prereq 110: Freshmen and Sophomores. Open to Juniors and Seniors without prerequisite.

330 Urbanization
The growth of urban areas, their meaning to the modern world, the impact of urbanization on social life in a cross-cultural comparison. Readings will focus on outside the United States with a "laboratory" of a local city for purposes of comparison and practical application of ideas--rates of urbanization, types of urbanization, history of urbanization and the social meaning of urbanization. Included will be the impact of urbanization on the family, social organization, the world of work and leisure. Prerequisite: Sociology and Anthropology 110.

370 Social Inequality
A comparative study of various forms of social inequality. Analysis of various dimensions of equality (e.g., sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110.

THEATRE

Louise C. Mason (Director of Theatre): *Acting. Theatre History. Playwriting. Directing.*
Dennis Mae (Designer/Technical Director): *Design.*
Howard Ramagli (Lecturer): *Acting.*

The theatre program is highlighted by professional instruction and direction, including an on-campus Director of Theatre, Designer, and professional guest artists. A wide variety of classic, contemporary and original productions are presented in the Allan Carr Theatre in Hixon Hall. This unique and intimate showcase for performing arts adapts to proscenium, arena, thrust and experimental staging configurations. A center for campus theatre activity, Hixon Hall provides a home for the Garrick Players productions, studio performances, classroom labs, professional shows and workshops.

The season of productions--open to all students--is managed and staffed by the Garrick Players, an extra-curricular student organization. Experience in all aspects of theatre is offered: acting, directing, playwriting, designing, costuming, lighting, stagecraft and publicity.

Although a major is not offered, the theatre program provides professionally taught workshops in addition to the courses in theatre. Creative project credit is available for in depth, specialized study in directing, playwriting, designing, stage managing, advanced acting projects, etc. Credit is available through internships with local professional theatres, and students also enroll in a full range of theatre and dance courses at neighboring Barat College through cross-registration.

In addition, there is a local chapter of Alpha Psi Omega, the national dramatics honorary fraternity. It serves to honor scholastically outstanding upper-class students who have shown superior accomplishment in dramatic arts at Lake Forest College.

210 Fundamentals of Design
Fall *Mr. Mae*
This course is an introduction to the processes and principles of design. Included is the discussion and analysis of famous art works and set designs; training in basic drafting skills; and lecture information on theater technology and terminology. Several set and lighting design projects are coupled with text readings and hands-on shop work with both power and hand tools, lighting instruments and control systems.

220 Fundamentals of Acting
Spring *Mr. Ramagli*
The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final scene project. (Credit cannot be received in both Freshman Studies 120 and Theatre 220.)

231 Theatre History: Molière to Ibsen
History of the theatre, from the comedies of Molière to the beginning of twentieth century realism in the productions of Ibsen and Chekhov. Exploration of public versus private theatre, conventions of acting and stagecraft practices, and cultural

trends that influenced each period's theatre. (Cross-listed as Comparative Literature 251. Not offered in 1994-95.)

242 Creative Writing--Playwriting and Screenplay Writing
Spring *Ms. Mason*
A beginning course in the craft of dramatic writing. Problems of writing for stage and screen will be studied. Group discussions and individual conferences. (Cross-listed as English 242.)

250 Directing
Fall *Ms. Mason*
An introduction to directing for the stage. Students learn the fundamental principles of stage direction through a series of in-class exercises and then apply them to scenes taken from major dramas. Emphasis is on directing projects and production research.

260 Fundamentals of Oral Communication
Fall *Mr. Mae*
Theory and practice of oral communication; development of effective delivery, presentation, confidence and speech organization; public speaking practice; small group discussion; interpersonal, group and mass communication theory and history; voice production and articulation drills; communication techniques for business and professionals.

320 Advanced Acting
An advanced study of period acting styles. Emphasis is on scene study and performance of works from the classical canon: Greek, French, Neoclassical, Shakespearean/Jacobean, eighteenth/nineteenth century, and modern non-realistic plays are used. Prerequisite: Theatre 220 or permission of instructor. (Not offered in 1994-95.)

Theatre Courses Offered Less Frequently (Not offered in 1994-95.)
106 Theatre as a Social/Political Barometer
The use of theatre to dramatize religious and political battles and social/cultural injustices. Among scripts and topics to be discussed: One for the Road, Bent (political prisoners), Master Harold and the Boys (Apartheid), Cloud 9 (women's roles).

230 Theatre History: Greeks to Shakespeare
History of the theatre, from its origins in religious ritual of ancient Greece to the productions of Shakespeare's London. Emphasis placed on acting styles, production techniques, stage and auditorium architecture, and sociopolitical milieu that formed the foundation of the theatre of each culture and period. (Cross-listed as CL 250.)

310 Advanced Design
A lab-oriented study of advanced problems in scene, lighting, and costume design, including multiple setting shows and period classics. Emphasis is on visual research and student design projects. Prerequisite: Theatre 210 or permission of instructor.

WOMEN'S STUDIES

Advisors: Ms. Eskilson (Chairperson), Ms. O'Brien, Mr. Rosswurm.

An interdisciplinary concentration in Women's Studies may be undertaken in addition to a student's major. Under the guidance of the Women's Studies advisors, the student will develop a program comprising at least five courses with a Women's Studies component. These must include an interdisciplinary research project or internship, at least three courses choses from the list of core courses below, and one or more electives. Students completing the requirements have the option, with the approval of the Women's Studies Committee, of having this fact recorded on their transcripts.

CORE COURSES

English 225 (Women and Literature)
History 271 (Women in Modern History: Europe and America)
Philosophy 200 (Philosophy and Gender)
Psychology 340 (Psychology of Women)
Sociology and Anthropology 201 (Gender in Cross-Cultural Perspective)
Sociology and Anthropology 280 (Sociology of Gender)

ADDITIONAL COURSES IN THE CURRICULUM PERTAINING TO WOMEN'S STUDIES INCLUDE

Economics 212 (Radical Economics)
Economics 420 (Labor in the American Economy)
English 215 (Myth and Literature)
English 223 (Multicultural Literature)
English 307 (Women Writers: Austen, Wharton, Woolf)
English 351 (Junior Colloquium: Gender and Literature)
History 347 (Topics in Gender and History: Witches and Witchcraft in Early Modern Europe and the Colonial Americas)
Psychology 210 (Developmental Psychology)
Psychology 211 (Adulthood and Aging)
Religion 275 (Feminine Images of the Divine)
Sociology and Anthropology 217 (Sociology of Work)
Sociology and Anthropology 220 (Sociology of Sport)
Sociology and Anthropology 240 (Deviance)

WRITING ON SPECIAL TOPICS

These courses, which may be interdisciplinary or departmental, are designed to help students improve their writing, critical reading and research skills but, unlike English 100, are focused on a topical theme. Writing on Special Topics may or may not count toward a departmental major, depending on the department offering the course.

105 American Musical Theatre in Past and Present
A study of representative musical comedies, operettas and related works, which will provide topics for papers by students. Emphasis will be placed on relationship to political, social and cultural events. Video-tapes of musicals are viewed and discussed. Among works to be discussed are: *Show Boat, Oklahoma!, South Paci fic, My Fair Lady, Hair, Jesus Christ Superstar, A Little Night Music, Sunday in t he Park with George* and others. This course will also work with word processing. (Cross-listed as Music 105. Not offered in 1994-95.)

210 Observing the Schooling Process
Fall, Spring
Ms. Abt-Perkins
An introduction to the teacher-learning process from preschool through high school. Participants observe, analyze, and discuss a variety of educational environments, including classrooms with exceptional students and classrooms in multicultural settings. Major focus will be placed upon developing competencies in educational library research and writing skills. (Cross-listed as Education 210.)

ACADEMIC REGULATIONS

REQUIREMENTS FOR THE BACHELOR'S DEGREE

In order to receive the Bachelor of Arts degree, students who enter the College as freshmen in the fall of 1994 or thereafter are expected to pass 32 courses, fulfill the general education requirements, attain at least a 2.00 overall Lake Forest College grade-point average (without rounding up), and complete the requirements of a major. Normally, a student is expected to fulfill graduation requirements within four years.

Students (including transfer students) who matriculate in 1994-95 with less than 16 credits will fulfill distributional requirements, as outlined under the General Education Curriculum in the section *The Undergraduate Curriculum*. These requirements will also apply to transfer students who matriculate as juniors (16 credits) in 1995-96. For students who have already matriculated at the College prior to August 1993, no specific distribution of courses is required among the electives outside the major.

- Of the 32 credits required for graduation, at least 8 but no more than 15 must be taken in the student's major field. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of 8 may be required.
- A student may not take more than 15 credits including internships in any discipline.
- No more than 16 transfer credits can be counted toward Lake Forest College degree requirements.
- 12 of the last 16 credits earned must be Lake Forest College credits. (A student may petition the Academic Appeals Board to spend an entire junior year elsewhere.)
- The last 4 credits are required to be earned on the campus, with the exception of credits earned during College-supervised internships.
- The 2.00 minimum grade point average is for courses taken at Lake Forest College. This requirement is applicable either to those courses taken after the 1988 summer term or to all courses taken at Lake Forest College. A student who enrolled before the fall of 1990 will be graduated if the grade point average as computed either using plus and minus designations or without considering them is at least 2.00.

Exceptions to these rules may be granted only by the Academic Appeals Board.

COURSE CREDITS AND COURSE LOADS

At the College, credit is earned, recorded, and tallied by courses rather than by semester hours. For conversion purposes, a course is valued at four semester hours.

A normal course load is 4 course credits per semester, but a student may choose to take any load between 3 and 4½ course credits. Full-time status is granted with 3 or more courses. Courses in education that are required for certification but not credited toward a degree, private music lessons, instrumental ensemble, or chorus, may be added to the normal course load. Consult with the Registrar for complete information regarding credit for these courses.

An overload is any course load in excess of 4½ credits in a given semester. With the permission of the advisor, a student may register for an overload if the total is not greater than 5 course credits in any semester. (See *Tuition and Expenses* for

course overload fee.) A student has full-time status if he or she is registered for at least a 3 course credit load (the equivalent of 12 semester hours) per semester.

In the fall of each year, students register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

Auditing of Courses

Students who wish to acquaint themselves with a subject without receiving credit may audit a course with the permission of the instructor. Auditors are not subject to the requirements of the course, but they are expected to participate seriously. There is no audit fee for full-time students; part-time students are charged $300 per course. Examination for course credit is not permitted in an audited course.

Repeated Courses

A course in which a passing grade has been received may not be repeated for additional credit. Students earn academic credit when the first grade was failing and the second grade is passing. Repetition of a course does not remove the original grade earned, but instead both grades will be recorded. Permission to retake a course must be approved by the student's advisor.

The College does not attempt to evaluate course work repeated elsewhere. Such evaluation is left to the other institution(s).

REGISTRATION IN COURSES

Enrolled students are allowed to pre-register each spring for the next academic year if they have established the appropriate balance with the Business Office. **Once a student has pre-registered the credit balance is non-refundable.** Students who have pre-registered by the end of spring term will be given first priority in courses for the coming year. Thereafter, students must register in the fall after all new students have registered.

Freshmen have an opportunity to indicate their course preferences during the summer preceding their entrance to the College. A registration form must be signed by the student's faculty advisor before it can be accepted by the Registrar.

Course selections, including the spring pre-registration plans, are formally completed during designated registration periods in the fall. Prior to the spring semester, additional days are scheduled for confirming or changing registration plans for that semester. All students must validate their registration for both the fall and spring semesters; failure to do so may result in a cancellation of registration. A fee is charged for late registration.

COURSE CHANGES AND WITHDRAWALS FROM COURSES

In order to change from one course to another after registration, a student must file a Change of Registration form. If this procedure is not followed according to the dates listed below (see inside cover of *Bulletin* for schedule of dates), a failing grade of *F* will be recorded for the course in which the student is officially registered, and the student will not receive credit for the other course.

Because the normal course load is defined from 3 to 4½ course credits per semester, a full-time student is permitted to reduce his or her registration to no fewer than 3 course credits during a semester in progress, *with the written approval of the faculty advisor and the Dean of the Faculty*. The following rules apply to such course withdrawals:

1. Within the first two weeks of a 15-week course, a course withdrawal is regarded simply as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.
2. In a 15-week course, the last day for approved withdrawal from a course with an automatic *W* will be the last day of the ninth week of classes (unless Medical Withdrawal has been authorized--see below).
3. After the end of the ninth week in a 15-week course, withdrawal results in either a *W* or a *WF*, depending upon the instructor's evaluation of the student's progress in the course in question at the time of the withdrawal. A student may not withdraw from a course after the last day of classes (i.e., during the reading or examination periods or thereafter).

There are no refunds for reductions within the normal course load. *Failure to withdraw officially from any course (including physical education) in which a student is officially registered will result in the recording of a failing grade for that course.*

Reduction of Load to Fewer than 3 Courses

Full-time students will not normally be permitted to reduce their course load to fewer than 3 course credits in any semester.

Medical Withdrawal from Courses

Students who believe that medical circumstances make it necessary for them to withdraw from a course after the first two weeks of the semester may apply in writing to the Dean of the Faculty for a Medical Withdrawal. An application must be accompanied by a signed statement from the student's attending off-campus health care professional. This procedure assumes that the student wishes to remain enrolled in school. (For information regarding medical withdrawal from the College, refer to section *Withdrawal from the College*.)

After application has been made, the Dean of the Faculty will review the case and determine whether the student may receive a grade of *MW* for the course instead of *W* or *WF*. A medical withdrawal may result in the need for students to take an overload or summer school courses in order to graduate on schedule.

Exceptions

When a student has been brought before the Academic Honesty Judicial Board, an exception to the usual policies concerning course withdrawals may occur. The student is permitted to withdraw, through the last day of class, from a course in which a charge of violating the academic honesty policy has occurred. But if the Board determines that a violation has occurred in that course, any penalty imposed will take precedence over the course withdrawal. For example, if the Board imposes a penalty of failure in the course, the recorded grade will be *F*, rather than *W* or *WF*, regardless of when in the semester the withdrawal may have taken place.

For course changes that do not fall within the normal range of course credits for full-time students, information regarding additional charges or refunds is available from the Business Office.

ATTENDANCE

Classroom activities are an integral and important part of the learning experience. Therefore, it is expected that students will attend class meetings. Each member of the faculty has the prerogative of establishing specific attendance regulations which in his or her opinion are best suited to the course.

FINAL EXAMINATIONS

By faculty regulation, no test may be given prior to its originally designated time. Only the Dean of the Faculty may grant exception to this rule, and only at the request of the faculty member.

A term paper may be assigned in lieu of a final examination in a course, but in such cases students are entitled to have until the end of the scheduled examination time for a course to submit their term papers.

If not returned immediately to students, examination papers, particularly final examination papers and term papers, are to be kept by faculty members for at least one term before being destroyed, so as to be available for review by students. Papers from the spring term are to be kept through the fall term.

GRADES AND ACADEMIC RECORDS

Grades

The College employs an *A, B, C, D, F* grading system. Faculty may append a plus or minus to all grades *A* through *D*, with the exception that there is no grade of *A+*. The grade of *A* is awarded for work of clearly *outstanding* quality. The grade of *B* indicates *good* work, *C satisfactory* work, *D marginal* work, and *F failure*.

A department may require a grade of *C* or better in courses prerequisite to more advanced work.

Credit-D-Fail Option

Students may choose the option of receiving a notation of *CR* (Credit) to indicate a grade of *C-* or better any course they take. Under this option, grades of *D* (no plus or minus), *F*, *W*, and *WF* are recorded on the transcript as usual. Application for this option, or for changing back to regular letter grades, must be made before the end of the first two weeks of the semester. The prior approval of the student's advisor is required.

Basis of Evaluation

Students shall be evaluated by their instructors solely on the basis of their academic performance, not on their opinions or conduct in matters unrelated to academic standards.

Grade Point Averages

The grade point average (GPA) attained for each semester of a student's work, as well as the student's cumulative grade point average, are recorded on the student's official academic record at the end of each semester, weighted according to course credit. Grade point averages are computed on the following basis.

A	4.00	*B+*	3.33	*C+*	2.33	*D+*	1.33	*F*	.0
A-	3.67	*B*	3.00	*C*	2.00	*D*	1.00		
		B-	2.67	*C-*	1.67	*D-*	0.67		

Grades of *CR, I, X, MW* and *W* will not be included. A grade of *WF* is included as a failing grade.

The Lake Forest GPA includes grades earned in ACM programs but does not include Washington Semester grades or grades earned while a student has studied off-campus under a consortium agreement.

Semester and Warning Grade Reports

Final grade reports are sent to students at the close of each semester. Grade reports for Freshman courses where work is currently failing, marginal, or incomplete will be submitted to the Registrar's Office on the last day of the sixth week both fall and spring; copies are then sent simultaneously to parents or guardians.

Transcripts of Academic Work

The Registrar's Office maintains a permanent, official academic record of registered courses for each student, which includes grades, credits, and other pertinent information.

Students may request certified copies of their College transcript records. Official transcripts are released only upon written authorization of individual students or alumni. Forms for transcript requests are available at the Registrar's Office. The first requested copy is free of charge. The charge for additional transcripts is $2.00 for each single request, and $1.00 for each additional copy if more than one copy is requested at a time. Students must clear financial obligations with the Business Office before transcripts will be released. A period of a week should be allowed for filling a transcript request. Students who use a deferment voucher to establish the pre-registration and room draw credit requirement are ineligible for transcript services until the deferment voucher has been paid.

INCOMPLETE WORK

Incompletes

Instructors may record a grade of *I* (Incomplete) for a student who is prevented by illness from completing the requirements of a course. The student must complete the appropriate assignments and deliver them to the instructor no later than the end of the first week of classes of the spring semester if the Incomplete was received at the end of the fall semester, and no later than one calendar week after the close of the spring semester final exams if the Incomplete was received at the end of that semester. Instructors are required to submit the revised grade to the Registrar within three days after the expiration of the Incomplete. Extensions of the deadlines are possible only with special permission from the Dean of the Faculty. If the Registrar

does not receive a revised grade by the appropriate deadline, a grade of *F* will be recorded in place of the *I*.

Grades of *X*

A grade of *X* may be assigned at the initiative of an instructor when a student who has been doing at least passing work in a course unexpectedly fails a final assignment. With the instructor's authorization, the student has the same amount of time to redo the assignment, or its equivalent, as is available for an Incomplete, but in no case can the revised grade be higher than a *D+*.

Grades of *PR*

A grade of *PR* (Progress) is used at the end of the first term of a two-term senior thesis or other independent study project if the student is making satisfactory progress. A final letter grade for both semesters will be entered when the project is completed at the end of the next term. Satisfactory progress is defined as a minimum of a *C-* grade for the work thus far completed. Accordingly, should a student receive a final grade of *D* or *F* in the thesis or other project, the *PR* grade as replaced cannot be lower than a *C-*. This regulation applies only to undergraduate work.

ACADEMIC STANDING AND PROGRESS

Students with fewer than seven completed course credits are classified as freshmen. Those with at least seven credits are classified as sophomores, those with at least 15 credits as juniors, and those with at least 24 credits as seniors. Normally, a student is expected to fulfill graduation requirements within four years.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

The academic record of every student is reviewed by the Academic Appeals Board of the faculty and the Dean of the Faculty at the end of each term. As a result of such reviews, students may be placed on *Academic Probation* by the Dean of the Faculty or the Academic Appeals Board as a warning that they are in danger of Academic Suspension. Students are placed on Academic Probation whenever their cumulative grade point average falls below the minimum required for a student of their standing, as follows: fewer than 12 credits earned, I.5; 12 to 19 credits earned, 1.8; 20 or more credits, 2.0. No student on Academic Probation may be enrolled as less than a full-time student, unless special permission to do so has been given by the Dean of the Faculty.

Students are subject to *Academic Suspension* when their grade point average in any term is less than 1.0, even if they have not previously been on Academic Probation. In addition, students on Academic Probation are subject to Academic Suspension when their grade point average for any probationary term is less than 2.0. No student may remain on Academic Probation for more than two consecutive semesters without being subject to Academic Suspension.

A student who is suspended for academic reasons is not eligible to apply for Readmission for at least six months. A student may be readmitted only once, and accordingly a second suspension for academic reasons is known officially as an *Academic Dismissal* and becomes a permanent separation from the College for academic reasons. Suspension or Dismissal from the College may also be mandated under conditions set forth under the judicial process.

Probationary status, Academic Suspension or Dismissal, and Readmission are noted on the student's official academic record and appear on transcripts sent outside the College. Parents or guardians are notified when a dependent student is placed on Probation, Suspension, or Dismissal.

Only in unusual circumstances can exceptions to the rules concerning Probation, Suspension, and Dismissal be considered by the Academic Appeals Board.

WITHDRAWAL FROM AND READMISSION TO THE COLLEGE

A student who finds it necessary for personal reasons to withdraw from the College is expected to take each of the following steps.

- Complete the proper application form at the Dean of the College Office and arrange for an interview with one of the deans.
- Check with the Financial Aid Office to terminate any scholarships or other awards, in order to protect future eligibility.
- Clear his or her Business Office account.
- Return any College keys to his or her Head Resident or the Facilities Management Department, as applicable.
- Remove any personal belongings from campus within 24 hours after the effective date of the Withdrawal or Approved Program Withdrawal, unless permission to store belongings has been granted by the Dean of the College Office.
- Submit his or her I.D. card to the Cashier at the Business Office for removal of the validation sticker, in those cases when the withdrawal becomes effective prior to the end of a semester for which a validation sticker has been issued. Withdrawal or Approved Program Withdrawal applications will not be processed or refunds issued until the validation sticker has been removed.

Failure in courses will be recorded on the academic record of a student who does not withdraw according to these procedures.

The actual date of Withdrawal is the date on which the withdrawal form is filed with the Dean of the College Office. Academic or disciplinary Suspension or Dismissal take precedence over Withdrawal or Approved Program Withdrawal in determining a student's status and official reason for leaving the College. Rules governing refunds to students who withdraw are discussed elsewhere in this catalogue, under *College Expenses*.

Medical Withdrawal from the College

Students may apply to the Dean of the College requesting permission to withdraw for certifiable medical reasons. The notation *MW* (Medical Withdrawal) is to be allowed only where the Dean of the College judges that serious illness (i.e., illness for which the student is placed under the care of an off-campus physician or other appropriate off-campus health care professional) requires the student to leave the College for proper treatment and convalescence.

Application for Medical Withdrawal must be made as soon as is practical after the attending off-campus health care professional recommends withdrawal. Applications must include a letter from the off-campus health care professional that (a) explains the reason for the withdrawal and (b) specifies the date medical attention

was given for the illness. The financial consequences of Medical Withdrawal are the same as those for Withdrawal from the College. See *College Expenses*.

Approved Program Withdrawal

Approved Program Withdrawal is available only to students who have received approval from the Academic Appeals Board for a specific program, or who are participating officially in an approved 3-2 cooperative degree program. The length of such a Program Withdrawal is the same as the length of the approved program. Students who take an Approved Program Withdrawal are assured readmission to the College. Nonetheless, individuals who receive such a Withdrawal are responsible for initiating the return process with the Admissions Office in a timely fashion, normally six weeks prior to the intended date of return. In order to be eligible for pre-registration and room draw privileges under the same conditions as currently enrolled students, students on Approved Program Withdrawals must make the appropriate deposit in the Business Office by the required date.

Students who are applying for programs from which transfer credit is anticipated must apply for Approved Program Withdrawal. Participants in ACM or Lake Forest College off-campus programs do not need to apply.

Readmission to the College

Students seeking Readmission must formally reapply through the Admissions Office, indicating the semester for which they hope to return and describing their activities while away from campus. In cases of suspension for academic reasons, students are not eligible for readmission for at least six calendar months. In cases of suspension for disciplinary reasons, eligibility for readmission is stated at the time of dismissal. Readmission is possible only once.

CREDIT FROM OUTSIDE THE COLLEGE

Credit by Transfer

The College is most likely to recognize a course taken at another accredited institution if Lake Forest offers a comparable course. Courses at other accredited institutions which are in the liberal arts tradition, but do not have comparable counterparts at Lake Forest, may also be granted credit. *Lake Forest students are required to receive prior approval from the College before taking course work at other colleges.* No more than 16 transfer credits can be counted toward Lake Forest College degree requirements.

No courses with *D* grades may be transferred to the College. Credit in transfer from community or two-year colleges to Lake Forest students who have earned 16 or more credits, is not permitted. Plus and minus grades (with the exception of grades of *A+*) earned at another institution beginning with the fall of 1990 will be recorded on the Lake Forest College transcript, but are not counted in the Lake Forest grade point average.

An official transcript from the issuing institution must be made available to the Registrar's Office before any academic work done elsewhere may be accepted for Lake Forest College credit. The Registrar evaluates transcripts and awards transfer course credit; students may appeal decisions to the Academic Appeals Board.

Credit for Summer Work at Another Institution

Enrolled students who plan to attend a summer session at a college other than Lake Forest must obtain prior approval for the proposed program of study. Forms for this purpose can be obtained from the Registrar's Office. Transfer credits may be not be accepted for students who fail to obtain approval. Upon approval of course work, credits earned by a student at another college, as converted into Lake Forest College course credits, will be included in the student's total credits toward graduation, but the grades will not be used to calculate the grade point average.

Credit by Examination

Students may apply to pass a regular course by special examination without prior enrollment. Consent of the instructor and approval of the Dean of the Faculty are required. Where appropriate the instructor may set requirements in addition to the examination itself. For credit to be awarded, a grade of *C-* or better must be earned on the examination, but the student's transcript will show only a *CR* (Credit).

Special examinations are not allowed for courses that are usually part of pre-college curricula (e.g., elementary languages or elementary mathematics), and are not normally allowed for which a student previously audited or was enrolled.

Advanced Placement

Students who have successfully completed Advanced Placement courses and the appropriate Advanced Placement examinations provided by the College Entrance Examination Board may apply for college credit for this work. Scores of 3, 4, or 5 on the examinations entitle students to at least one course credit; scores of 1 or 2 are not granted credit. A score of 3 or better on both the microeconomics and macroeconomics exams is required for one course credit in economics. Each department determines the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

International Baccalaureate

Students who have successfully completed International Baccalaureate courses and taken the higher level examinations provided by the International Baccalaureate Program may apply for college credit for this work. Grades of 4, 5, 6, or 7 on the higher level examinations entitle students to at least one course credit; grades of 1, 2, or 3 are not granted credit. Each department will determine the specific amount of credit to be awarded. Credit will not be granted for both Advanced Placement and International Baccalaureate program examinations in the same department.

STUDENT ACADEMIC APPEALS

Lake Forest College has established procedures that individual students may use when they wish to make an academic appeal, or when they believe that a grade has been assigned by an instructor in a prejudiced or capricious manner.

Academic Appeals Board

The Academic Appeals Board is a part of the College's governance system. It considers and acts on cases of academic probation, suspension, or dismissal; on cases

in which students appeal the interpretation of faculty rules by the Dean of the Faculty and on cases in which faculty rules are unclear. The Board also reviews requests from students to study at another college or university while on a Approved Program Withdrawal, or to receive credit for study abroad undertaken during the summer.

The Board meets at the end of each semester to review the academic records of all students, and to take such action as is necessary in cases involving academic probation, suspension, and dismissal. Throughout the academic year, the Board considers requests for Approved Program Withdrawal and appeals involving the academic regulations of the College and their interpretation. In extraordinary cases, the Board can grant exceptions to faculty rules, but only a unanimous vote of all three voting members of the Board.

Students who wish to appeal a decision by the Dean of the Faculty or who believe that they deserve an exemption from an academic regulation may present a written appeal to the Board. The appeal must clearly describe the decision being appealed or the regulation from which the student wishes to be exempted, and state the substantive reasons for the appeal. Each appeal must also have attached a detailed statement from the advisor regarding the appeal. Additional information may be appended to the written appeal if desired. Each appeal must be signed and include the student's mailing address. Appeals may be submitted to the Registrar or the chairperson of the Board.

To request an Approved Program Withdrawal, or to request credit for summer study abroad, a student must submit a written appeal to the Registrar or Board Chairperson. The appeal must be accompanied by a pertinent statement from the faculty advisor. The request will be considered at the next regular meeting of the Board. If the Board approves an Approved Program Withdrawal, the student must take additional steps to finalize the withdrawal. See *Approved Program Withdrawal.*

Protection against Improper Academic Evaluation

Students are responsible for maintaining standards of academic performance established by their professors, but they shall have protection against prejudiced or capricious academic evaluation. Students shall be informed at the beginning of the course of the evaluative criteria which are to be used for that course.

When students feel their grades in a course have been prejudiced or capricious, and he or she has been unable to resolve the matter through interaction with the faculty member involved, the student may call the matter to the attention of the departmental chairperson. Students must contact the chairperson within two calendar weeks following the beginning of classes in the term following that in which the alleged injustice took place. After the student has submitted a letter specifying the details of the alleged injustice, the chairperson will appoint a committee of the instructor's colleagues to meet with the student and the instructor and hear evidence concerning the alleged injustice. Whenever possible, the committee will consist of three members of the instructor's department. When the department is too small to permit this procedure, the committee may be composed of two colleagues instead of three. When the departmental chairperson is the instructor accused of the alleged injustice, the student may contact another senior member of the department, who will appoint a review committee.

Any student requesting a review is responsible for presenting for review all tests, papers, etc., which enter into a grade and which have been returned to him or her. Instructors will have to keep on file, for a least a term following that in which a course is offered, all tests, papers, etc., which enter into a grade and which have not been returned to students.

After hearing all available evidence in a particular case, the members of the review committee should meet with the instructor, the student not being present, and state their opinions concerning the matter. If there is unanimous agreement among the committee members that a grade should be changed, the instructor is obligated to change the grade accordingly. In the absence of such unanimous agreement, the grade decision rests solely with the instructor. (This policy was approved by the faculty on April 4, 1967, with editorial revisions in July 1977 and June 1993.)

ACADEMIC HONESTY

Lake Forest College is committed to the highest standards of academic honesty. Such standards are central to the process of intellectual inquiry, the development of individual character, and the maintenance of a civilized community. The integrity of academic life depends upon cooperation among students, faculty, and administrators.

Responsibilities of Students

1. No student may engage in plagiarism by copying, closely paraphrasing, or in any way using someone else's work without explicit acknowledgement of author and source. **Students are responsible for knowing what constitutes plagiarism.** A handout explaining plagiarism is available at the reference desk of the Library. Plagiarism is discussed during Freshman Orientation and in the Freshman Studies Program.

2. Students are not permitted to submit the same paper for credit in more than one course, unless all instructors involved grant their prior consent in writing.

3. No student shall procure in an unauthorized manner, the questions or answers of any examination to be given at a subsequent time, or employ unauthorized aids while taking an examination.

4. No student shall aid another in violating the policy of academic honesty.

5. Students should cooperate with all members of the community in maintaining the highest standards of academic integrity.

Responsibility of Faculty and Staff

1. Faculty and staff shall exercise caution in the preparation, duplication, and security of examinations.

2. No test may be given prior to its originally designated time. The Dean of the Faculty may grant exception to this rule at the request of the faculty member.

3. Faculty shall take reasonable steps consistent with the physical conditions of the classroom to reduce the possibility of cheating on examinations.

4. Classroom tests must be proctored with diligence.

5. An instructor who returns a final examination to students must send a copy of the examination to the library, which must retain it for three years and make it accessible to students.

The Academic Honesty Judicial Board

The Academic Honesty Judicial Board exists to uphold and enforce the College's academic honesty standards. It considers cases involving charges that students have violated those standards. The rules and procedures of the Board follow:

COMPOSITION

▸Three faculty members, one from each division, appointed by the Faculty Personnel Policies Committee, and an alternate chosen from any division, for staggered two-year terms.

▸Three student members and an alternate appointed by the Student Government's Executive Committee, subject to approval by the Dean of the Faculty, for terms for one academic year beginning with the fall term. These students must never have been found in violation of College rules by either the Conduct Board or the Academic Honesty Judicial Board.

▸A Chairperson appointed by the Dean of the Faculty. All but the Chairperson can vote.

PROCEDURES

When a student admits violating the policy of academic honesty:

▸The faculty member shall secure a written statement from the student acknowledging the violation.

▸The faculty members shall submit this statement to the Board along with a recommendation for the penalty.

▸The Board shall determine the nature of the violation and impose a penalty. If the Board does not accept the penalty recommended by the faculty member, it must permit the faculty member to be heard in support of his or her recommendation.

When a student denies violating the policy of academic honesty:

▸The faculty member shall submit to the Chairperson of the Board the student's name together with a written description of the alleged violation. A copy of the description must be sent to the student by the Chairperson.

▸The Board shall hold a hearing, to which the Chairperson, upon consultation with the faculty member and the student, may summon a reasonable number of relevant witnesses.

▸The student shall have the right to be assisted at the hearing by a counselor drawn from the College community.

▸If the Board finds that the student violated the policy of academic honesty, it shall impose the appropriate penalty. Such a finding shall require a minimum of four votes.

When a case arises between semesters or during summer session, it ordinarily will be deferred for consideration by the Board until the following semester. However, the student involved may elect to leave determination to an ad hoc board constituted by the Dean of the Faculty. The Board will be drawn, insofar as is possible, from the regular Academic Honesty Judicial Board and will consist of three faculty members and three students.

In the event that the Board members agree on the finding of violation but are divided on the issue of an appropriate penalty, the presumption will be in favor of the lesser of the contemplated penalties. To achieve this result the Board will vote

first on the strongest suggested penalty and if this fails to receive a minimum for four votes will then vote on a lesser suggested penalty. In exceptional cases the Board may impose a lesser penalty.

PENALTIES

▸First offense (for a student in a course)--failure of the examination, project, or course. The failing grade cannot be raised by additional work. For a student not in the same course, to be determined by the Board.

▸Second offense--suspension from the College for a period of time to be determined by the Board. The Board should also determine whether the College may accept courses taken at another institution while the student is under suspension. The President must approve this action.

▸Third offense--expulsion from the College. The President must approve this action. (This policy was approved by the faculty in June 1977.)

HONORS

Honors Awarded at Fall and Spring Convocations

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at the Senior Honors Convocation in May and at the Fall Honors Convocation soon after the opening of the academic year. In keeping with the dignity and College-wide importance of the Convocations, only the most outstanding achievements are to be honored in this way. Prizes are not awarded to the best students in a given graduating class, but to those students who have proved themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prize-winner's achievement. Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Fall and Spring Convocations, collectively express and celebrate not only intellectual and personal excellence but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors. Awards and prizes other than those referred to above are presented at departmental gatherings or at chapter meetings of the respective honor societies.

Among the endowed and donated prizes are the McPherson Prizes for Excellence in Scholarship given in English, philosophy, foreign languages, and dramatics. The Fredericka L. Stahl Memorial Awards are presented for excellence in the natural sciences. The Phi Beta Kappa Senior Thesis Award is given for outstanding scholarship in a senior thesis. Scholar/Athlete Awards are given to letter winners with the best academic records. The College also offers the Harold B. Curtis Prize in Mathematics, the Sterling Price Williams Prize in Psychology, the Solly A. Hartzo Award in Politics, the Richard W. Hantke Award in History, the Warren A. Peterson Memorial Award in Economics, the Gail DeHerder Memorial Prize in Creative Writing, the Scott Award in Religion, the Senior Prize in Art History, the H. Murray Herlihy Prize in Economics, the Leo F. Van Hoey Senior Prize in

Sociology and Anthropology, the Senior Prize in Computer Science, and the Nicholas J. Wasylik Senior Athletic Award. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community, while the Peter C. Clute Award recognizes outstanding character. The Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership. The Emma O. Haas Memorial Awards for Merit in Scholarship honor the students who have compiled the best all-around academic records in the sophomore, junior and senior years and who demonstrate breadth and depth in their course work. The Tamara Lee Wefler Award, established by the Class of 1977, is presented annually to a senior whose spirit and character have encouraged the acceptance of a diversity of values and a sensitivity toward the welfare of others. A new award recently has been endowed: the Harald C. Jensen Prize for the most outstanding senior thesis describing original independent research in experimental physics. In 1988 the Fran Asher Prize for Excellence in Philosophy was established to honor a junior majoring in philosophy who has demonstrated original and creative work in the field which suggests unusual capacity for future work in philosophy. Two awards were established in 1989: The Pearl E. Pauker Prizes in Writing and the Pearl E. Pauker Prize in Science. The former constitute prizes awarded for the Lake Forest College Writing Contest; the latter recognizes outstanding experimental science research, below the senior prize level, for work done at Lake Forest College through the summer following the junior year. In the spring of 1990 the Senior Prize in American Studies was renamed the W. Gordon Milne Prize in American Studies to honor the memory of Professor Milne, who served the College from 1951 to 1986.

Four new merit awards have been recently established: The Scott Fossel Prize assisting a sophomore and junior who have displayed leadership and commitment through excellence in academic and extracurricular activities; The Bird Award for Intellectual Contributions to the Campus Community Fund awarded to a student, faculty, staff or friend of the College for their efforts in enriching the intellectual extracurricular life of the College community outside the classroom; and the Alpha Sigma Kappa Class of 1938 Memorial Prize awarded to a senior who has sustained high academic achievement and shown commitment to extracurricular college activities and broader community service while at Lake Forest College. A list of the 1994 senior award recipients can be found in the *Directories* section of this catalog.

The Dean's List

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, and must have received no more than two credits on the *Credit-D-Fail* option, and must have attained a grade point average during the year of at least 3.60. In order to reward outstanding academic performance and to provide adequate challenge to the brightest of our students, those who gain Dean's List distinction are permitted to take a fifth course without additional charge during one semester of the academic year following that distinction. Only applied music courses and courses offered through ACM and non-Lake Forest College off-campus programs are excluded from this policy.

Graduation with Honors

Graduation with Honors at Lake Forest College may be achieved in two categories: the grade point average (GPA) and the student's major field.

General Honors

General honors at graduation consist of *summa cum laude* for GPA's from 3.9 to 4.0, *magna cum laude* for GPA's from 3.7 up to 3.9, and *cum laude* for GPA's from 3.4 up to 3.7. In order to achieve honors in one of these categories, a student must have an academic record that satisfies all of the following requirements:

- At least 14 Lake Forest College courses taken with the full range of the letter grades (*A*, *B*, *C*, *D*, *F*, but not *CR*).
- A Lake Forest GPA equal to or greater than the minimum listed above for the pertinent category.
- A total GPA, including *both* Lake forest College and transfer courses, that also equals or exceeds the above minimum for the given category.

In making GPA calculations for general honors, ACM program grades are counted as Lake Forest College credit, as (through 1993-94) are Washington Semester grades and grades in off-campus study under a consortium agreement. Grades in courses taken at Barat College count as transfer credit. GPAs are not rounded up; e.g., a 3.898 is not in the *summa cum laude* category. The calculation of a GPA includes plus and minus grades, although the GPA for a student who enrolled before the fall of 1990 may be calculated with or without plus and minus grades. Grades of all transfer courses acceptable by Lake Forest College for transfer credit will be used in GPA computations. The transfer GPA is combined with the Lake Forest GPA as a weighted average. Transfer grades from colleges or universities with different grading systems are dealt with case by case by the Dean of the Faculty in consultation with the Registrar, and where necessary they will be brought to the Academic Appeals Board.

Honors in the Major

Honors at graduation in the student's major is based on a clear demonstration of superior mastery of the subject, and on the ability to do outstanding scholarly work on a senior thesis, as judged by the examining committee.

In order to be considered for honors in the major, a student must have attained a 3.5 GPA in all courses taken in the major at Lake Forest College. The GPA is to be computed at the end of the term preceding graduation, and for students enrolled before the fall of 1990 can be computed with or without plus and minus grades. A minimum of six courses must have been taken in the major at the College.

Alternatively, a student may take the senior major examination (written or oral), provided that a 3.0 GPA has been maintained in the department. The examination is evaluated by the department.

In either case, a student must be evaluated as having produced an outstanding senior thesis. In exceptional circumstances (when a senior thesis seems inappropriate), a well documented senior research project or imaginative creative project brought to fruition in the senior year may be substituted for the senior thesis. The request for such substitution must be initiated by the project director and requires the unanimous

approval of the members of the department(s) involved. This work must be evaluated as excellent by a committee that is defined similarly to the senior thesis committee.

The 1994 graduates who received general honors and honors in the major are listed in the *Directories* section of this catalog.

Senior Thesis Honors

If a student's Senior Thesis is found to be an outstanding and original piece of research, Senior Thesis Honors are awarded at graduation regardless of whether the student is graduating with Honors in his or her major field of study. In exceptional circumstances a well-documented senior research project or imaginative creative project may be a substitute for the Senior Thesis, provided that members of the departments involved give their unanimous approval. See Lake Forest College Student Handbook for complete requirements. A list of 1993-94 award recipients is listed in the *Directories* section of this catalog.

Phi Beta Kappa

Phi Beta Kappa, the national honorary scholastic society founded in 1776, is open to undergraduates with outstanding academic records. The Lake Forest College chapter (Theta of Illinois), one of 240 in the nation, includes faculty and students as members. See the *Directories* section of this catalog for the 1994 Phi Beta Kappa Graduates of the College. Although sheltered by the College, the chapter is an organization independent of the College and of its curriculum, and thus determines its own standards for admission, standards are consistent with those of the United Chapters of Phi Beta Kappa. Evaluation of candidates for election includes an examination of their grade point average, an appraisal their course work, and a recognition of recommendations from their professors. Phi Beta Kappa emphasizes excellence in scholarly achievement and the pursuit of broad cultural interests.

COMMENCEMENT

Students who complete degree requirements during the spring semester as well as those who have completed their requirements during the previous summer and fall terms are encouraged to participate in the commencement ceremony. Others will be allowed to participate only if they have obtained written approval of a proposed summer program at Lake Forest College, which will make it possible for them to satisfy their degree requirements by the following September 1.

DIRECTORIES

TRUSTEES

Officers

Russell W. Fisher, *Chairman*
Geoffrey B. Shields, *Vice Chairman*
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Clark W. Fetridge '69 (1977-85; 1991), *President and Chief Executive Officer, The Dartnell Corporation*
O. Renard Goltra (1987), *President, Goltra Foundries, Inc.*
Frederick Krehbiel II '63 (1985), *Vice Chairman, Chief Executive Officer, Molex, Inc.*
Laurence R. Lee (1991), *Senior Vice President, Administration and Corporate Secretary (ret.), Abbott Laboratories*
Paula Polk Lillard (1991), *Primary Directress, Forest Bluff School, Lake Bluff, Illinois*

CLASS OF 1996

DeForest P. Davis, Jr. '65 (1992), *Chairman and Chief Executive Officer, Lester B. Knight & Associates*
David V. Dootson '59 (1990), *Oakbrook, Illinois*
Hannah Judy Duncan (1992), *Lake Forest, Illinois*
Sheila Penrose (1988), *Senior Vice President, Northern Trust Company*

CLASS OF 1997

Prudence R. Beidler (1990), *Lake Forest, Illinois*
James P. Gorter (1971), *Chairman, Baker Fentress and Company*
Walter A. Hill '68 (1989), *Dean/Research Director, School of Agriculture and Home Economics, Tuskegee University*
John W. Rogers, Jr. (1989), *President, Ariel Capital Management, Inc.*
Geoffrey B. Shields (1985), *Gardner, Carton and Douglas*

CLASS OF 1998

Russell W. Fisher (1979), *Chairman, Jasper Textiles*
Samuel J. Henry (1990), *Chapman and Cutler*
Robert Krebs (1990), *Chairman, President and Chief Executive Officer, Santa Fe Pacific Corporation*
Jean Whyte Mohr '52 (1980), *Lake Forest, Illinois*

EX OFFICIO

David Spadafora (1993), *President, Lake Forest College*

National Trustees

CLASS OF 1995

Franklin W. Hamilton '65 (1987), *Tuscon, Arizona*
Jon F. Holsteen '67 (1991), *President, Chicago Asset Management Company*

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Jean Whyte Mohr '52 (1980), *Lake Forest, Illinois*

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Jon F. Holsteen '67 (1991), *President, Chicago Asset Management Company*

Gwendolyn O. Lincoln (1987), *Lake Forest, Illinois*
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James F. Palumbo '73 (1992), *Senior Vice President, Connie Lee Insurance Company*

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Sandra K. Sims '91 (1992), *Country Club Hills, Illinois*
Virginia B. Sonnenschein (1987), *House of Travel International, Inc.*

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Mary Longbrake '35 (1969-1978), *Vice President (ret.), The Northern Trust Company*
Charles A. Meyer (1974-1991), *Senior Vice President, Public Affairs (ret.), Sears, Roebuck, & Company*
Kenneth F. Montgomery (1964-1971), *Of Counsel, Burke, Wilson & McIlvaine*
Frances R. Odell (1950-1976), *Charlottesville, Virginia*
Frank S. Read (1971-1986), *Chairman (ret.), First National Bank of Lake Forest*
Charlotte H. Simmons (1973-1985), *Lake Bluff, Illinois*
Frank L. Spreyer '35 (1961-69, 1970-79), *Executive Vice President (ret.), Jewel Food Stores*
James D. Vail (1977-85; 1986-94), *Manager, Public Affairs Operations (ret.), American Hospital Supply Corporation*
Florence F. Wheeler (1984-1992) *Lake Forest, Illinois*

THE FACULTY

David Spadafora (1990), B.A., Williams College; Ph.D., Yale University
President of the College and Professor of History

FACULTY EMERITI

Eugene Hotchkiss (1970-1993), A.B., Dartmouth College; Ph.D., Cornell University; LL.D., Illinois College; LL.D., Lake Forest College
President, Emeritus

Donald E. Bartlett (1958-1979), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion, Emeritus

Kenneth C. Bennett, Jr. (1961-1992), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Professor of English, Emeritus

Ann D. Bowen (1952-1986), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Professor of Music, Emerita

Dan P. Cole (1965-1994), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
Professor of Religion, Emeritus

John W. Coutts (1955-1986), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry, Emeritus

Esther DeMerritt (1959-1979), Grinnell College
Associate Director of Admissions, Emerita

Ronald H. Forgus (1958-1993), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology, Emeritus

Frederic A. Giere (1962-1988), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology, Emeritus

Gertrude Grisham (1976-1991), Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University
Director of the Writer Center and Lecturer, Emerita

Rosemary D. Hale (1946-1984), A.B., Mount Holyoke College; M.A., American University
Professor of Economics, Emerita

Forest W. Hansen (1963-1993), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Professor of Philosophy, Emeritus

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Ann Louise Hentz (1956-1986), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Professor of English, Emerita

H. Murray Herlihy (1957-1982), B.A., University of Alberta; M.A., Ph.D., University of Chicago
Professor of Economics, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Professor of Physics, Emeritus

Frank E. Kirby (1963-1993), B.A., Colorado College; Ph.D., Yale University
Professor of Music, Emeritus

Joann Harrington Lee (1950-51; 1960-84), B.A.,University of Missouri; M.A. in L.S., University of Michigan
Assistant Librarian, Emerita

Charles D. Louch (1957-1989), B.A., College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology, Emeritus

Elizabeth Teter Lunn (1930-1935; 1946-1970), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Alexander F. Mitchell (1964-1994), M.A., (First Class Honors), University of Edinburgh; Diploma in Art, Edinburgh College
Professor of Art, Emeritus

Franz Schulze (1952-1991), Ph.B., University of Chicago, B.F.A., M.F.A., School of the Art Institute of Chicago
Professor of Art, Emeritus

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Assistant Librarian, Emerita

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Professor of Mathematics, Emeritus

Charles S. Smith (1962-1985), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics, Emeritus

Robert James Troyer (1968-1992; 1993-1994), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics, Emeritus

Arthur W. M. Voss (1941-42; 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English, Emeritus

Nicholas J. Wasylik (1958-1979), B.S., Onio State University; M.A., Columbia University
Physical Educator and Coach, Emeritus

CURRENT FACULTY

Dawn M. Abt-Perkins (1993), B.S., M.S., Ph.D., University of Wisconsin
Assistant Professor of Education

‡Keiko Anno (Jan. 1990), B.A., Meiji-Gakuin University; M.A., Ochanomizu University
Lecturer in Japanese

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
James D. Vail Professor of Economics

Catherine Benton (1987), B.A., Southern Illinois University; M.I.A. (International Administration and Cross-cultural Education), School for International Training; M.A., M.Phil., Ph.D., Columbia University
Lecturer in Religion

Michael E. Boardman (1992), B.S., M.S., Western Washington University; Ph.D., University of Oregon
Assistant Professor of Mathematics

‡Joan B. Boehnen (1987), B.A., Cornell University; M.B.A., Wharton Graduate School
Coordinator of Internships for the Department of Economics and Business, and Lecturer in Business

Kristina G. Boerger (1993), B.S., M.M., University of Illinois at Urbana-Champaign
Lecturer in Music, Director of Choral Ensembles

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar of the College and Instructor in Mathematics

Nancy Carol Brekke (1991), B.A., Ph.D., University of Minnesota
Gustav E. Beerley, Jr. Associate Professor of Psychology

‡Herbert Bronstein (1987), B.A., M.A., University of Cincinnati; B.H.L., M.H.L., D.D., Hebrew Union College
Lecturer in Religion, Co-sponsored by the Jewish Chautauqua Society

‡Kristina Bross (1994), B.A., Lawrence University; M.A. University of Chicago
Lecturer in English, Resident Academic Scholar, 1994-95

Thomas K. Burton (1993), B.A. Hamilton College
Physical Educator and Coach

†Lowell A. Carmony (1981), B.A., Indiana University; M.S., University of California (Berkeley); Ph.D., Southern Illinois University
Professor of Mathematics and Computer Science

Pack Carnes (1987), B.A., Wabash College; M.A., Ph.D., University of California (Los Angeles)
Professor of Japanese

Rosemary E. Cowler (1955), B.A., Douglass College; M.A., Indiana University; Ph.D., Yale University
Professor of English, Hotchkiss Presidential Chair; Director of the M/LS Program; Faculty Marshal

Michael Benet Croydon (1968), Associate, Royal College of Art (London)
Professor of Art, Chairperson of Art Department

‡Michael Edward Dau (1966), B.A., Lake Forest College
Physical Educator and Coach

††Les R. Dlabay (1983), B.S., University of Illinois (Chicago); M.B.A., DePaul University; Ed.D., Northern Illinois University
Associate Professor of Business; Director of the Summer Session

‡Kathryn Dohrmann (1975-1983; 1985-1987; Jan. 1991), B.S., M.S., Ph.D., Iowa State University; M.P.H., Columbia University
Lecturer in Psychology

Wayne Doleski (1989), B.B.A., James Madison University; M.Ed., University of South Carolina
Associate Dean of the College

Bailey L. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Distinguished Service Professor of Physics, Chairperson of the Physics Department

Richard F. Dye (1983), A.B., Kenyon College; M.B.A., Ph.D., University of Michigan
Ernest A. Johnson Professor of Economics, Chairperson of Economics and Business Department

†††Michael H. Ebner (1974), B.A., University of Toledo; M.A., Ph.D., University of Virginia
A.B. Dick Professor of History

Arlene Eskilson (1972), B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago)
Professor of Sociology and Anthropology, Chairperson of Sociology and Anthropology Department

Carol E. Faber (1986), B.A., Middlebury College; M.A., Ph.D., University of Minnesota
Assistant Professor of Spanish

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Professor of Physics on the Jacob Beidler Fund

Elizabeth Fischer (1992), B.A., Lake Forest College; Ph.D., Northwestern University
Lecturer in Chemistry, Director of New Students

Paul B. Fischer (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Professor of Politics

†C. Richard Fisher (1987), B.A., M.A., Ph.D., University of Chicago
Associate Professor of German

Sandra M. Fox (1987), B.S., Florida State University; M.S., Ph.D., University of Texas–Austin
Associate Professor of Education, Chairperson of Education Department

Phyllis M. Frankel (1968), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Psychology; Director and Staff Member, Counseling Center

Anthony L. Fritz (1978), B.S., M.S., University of Wisconsin (Milwaukee)
Physical Educator and Coach

Bernice Elizabeth Gallagher (1984-86; 1990-92; 1993), B.A., Barat College; M/LS, Lake Forest College; Ph.D., Northwestern University
Director of Writing Programs, Lecturer in English, Secretary of the Faculty

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
Professor of Politics, Irvin L. and Fern D. Young Presidential Chair, Chairperson of Politics Department

Steven P. Galovich (1994), B.A., B.S., University of California-Davis; Ph.D., Brown University
Provost and Dean of the Faculty, Professor of Mathematics

Jean-Luc Garneau (1964), B.A., Universite Laval (Quebec); M.A., University of Illinois (Chicago Circle); Licence des Lettres Libre, Université Laval
Professor of French, Acting Chairperson of Foreign Languages and Literatures Department

Carol Gayle (1966), B.A., Swarthmore College; M.A., Columbia University
Lecturer in History; Director of Community Education; Special Assistant to the Dean of the Faculty; Associate Director of the M/LS Program

David George (1985), B.A., M.A., Ph.D., University of Minnesota
Associate Professor of Spanish

Pericles B. Georges (1989), A.B., University of Illinois (Chicago); M.A., Ph.D., University of California (Berkeley)
Assistant Professor of History

Robert Bruce Glassman (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Professor of Psychology, Chairperson of Psychology Department

Benjamin Goluboff (1986), B.A., New York University; M.A., Ph.D., University of Pennsylvania
Associate Professor of English

Clayton Gray, Jr. (1977), B.A., Fisk University; M.A., University of Colorado (Boulder); Ph.D.,University of California (Berkeley)
Associate Professor of German and Russian

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Associate Professor of English

R. Sergio Guglielmi (1991), Laurea, University of Rome; Ph.D., University of Minnesota
Associate Professor of Psychology

Paul P. Hagland (1994), B.A., University of Wisconsin-Madison; M.S., London School of Economics and Political Science; Ph.D., University of Illinois at Urbana-Champaign
Assistant Professor of Politics

****Cynthia T. Hahn** (1990), B.A., Rosary College; M.A., Purdue University; Ph.D., University of Illinois
Assistant Professor of French

‡Kurt Ham (1991), B.A., Lake Forest College; M.A., New School for Social Research
Lecturer in Sociology and Anthropology

Judith Eilene Brown Harmon (1988), B.A., Carleton College; M.A., Boston University; Ph.D., Emory University
Associate Professor of English

Robert L. Holliday (1982), B.S., University of Missouri (Rolla); M.S., Ph.D., Southern Illinois University
Associate Professor of Mathematics and Computer Science

Anne E. Houde (1992), A.B., Princeton University; M.S., Ph.D., University of Maryland
Assistant Professor of Biology

Monte S. Hull (1987), B.A., Carleton College; M.A., Ph.D., University of Hawaii
Associate Professor of Philosophy

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Professor of Physics

‡Steven Jones (1994), B.A., M.F.A., Southern Illinois University at Carbondale
Lecturer in Art

Michael Mason Kash (1988), B.A., Lake Forest College; Ph.D., Massachusetts Institute of Technology
Associate Professor of Physics

Laura J. Kateley (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

Ping-Chih (Esther) Keil (1991), B.A., Tamkang University (Taiwan); M.A. (Linguistics), M.A. (Library and Information Studies), University of Wisconsin (Madison)
Assistant Librarian

Richard S. Kelly (1989), B.S., Davidson College; Ph.D., University of Vermont
Assistant Professor of Chemistry

David L. Krantz (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Professor of Psychology

‡Mary S. Lawton (Jan. 1994), B.A., M.A., M.A., Northwestern University; Ph.D., University of Chicago
Lecturer in Art

‡Arthur Lazar (1980), M.F.A., Ohio University
Lecturer in Art

D.L. LeMahieu (1974), B.A., Lawrence University; M.A., Ph.D., Harvard University
Professor of History

Abba Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Professor of Philosophy

Rami Y. Levin (1994), B.A., Yale University; M.A., University of California, San Diego; Ph.D., University of Chicago
Assistant Professor of Music, Chairperson of Music Department

David E. Levinson (1992), B.A., University of Arizona; M.M., Northwestern University; M.S., University of Illinois (Champaign)
Assistant Librarian

Louis G. Lombardi (1980), A.B., Brown University; Ph.D., University of Illinois
Associate Professor of Philosophy, Chairperson of Philosophy Department

Douglas Mac Lean (1992), B.A., University of Houston; M.A., University of Texas (Austin); Ph.D., University of Edinburgh
Assistant Professor of Art

‡Dennis Mae (1992), B.A., B.S., University of Illinois; M.A. DePaul University
Designer/Technical Director and Lecturer in Theatre

‡Ann B. Maine (1994), B.S., Williams College; M.S., Ph.D., University of Rochester
Lecturer in Biology

Richard Mallette (1991), B.A., Boston College; M.A., Ph.D., Harvard University
Professor of English, Chairperson of English Department

William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry

Louise C. Mason (1981), B.A., Swarthmore College; M.A., Tufts University; Ph.D., University of California (Berkeley)
Director of Theatre and Lecturer in Theatre

Janet McCracken (1993), B.A., B.A., Vassar College; M.A., Ph.D., University of Texas
Assistant Professor of Philosophy

‡**Colleen McNally** (1988), M.A., Illinois State University; M.F.A., The School of the ARt Institute of Chicago
Lecturer in Art

Vanaja S. Menon (1989), B.A., M.A., University of Kerala, India; M.A. (Library Science), University of Chicago
Associate Librarian, Coordinator of Public Services

‡**Margaret Dubay Mikus** (1989), B.S., University of Michigan; Ph.D., University of Chicago
Lecturer in Biology

Arthur H. Miller, Jr. (1972), B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), University of Chicago; Ph.D., Northwestern University
College Librarian

Charles A. Miller (1974), B.A., Swarthmore College; M.P.A., Ph.D., Harvard University
Professor of Politics

Ronald H. Miller (1974), B.A., M.A., Ph.L., S.T.L., St. Louis University; Ph.D., Northwestern University
Associate Professor of Religion, Chairperson of Religion Department, Coordinator of Interfaith Ministry

Siobhan Moroney (1993), B.A., University of Oklahoma, Ph.D., Rutgers University
Assistant Professor of Politics

William Moskoff (1970-72; 1983), B.A., Hunter College; M.A., Ph.D., Certificate, Russian Area Studies, University of Wisconsin
Betty Jane Schultz Hollender Professor of Economics

William G. Motzer, Jr. (1992), B.A. North Central College
Director of Admissions

Timothy Muskat (1992), B.A., M.A., Cornell University; M.F.A., M.A., University of Montana
Instructor in English

Nader Nazmi (1985), B.S., Iowa State University; M.S., Ph.D., University of Illinois (Champaign)
Associate Professor of Economics

Jennifer E. O'Brien (1993), B.A., University of Rochester; M.S., Ph.D., University of California (Santa Cruz)
Assistant Professor of Psychology

Edward W. Packel (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Ernest H. Volwiler Professor of Mathematics, Chairperson of Mathematics and Computer Science Department

Charles Richard Paulson (1989), B.A., St. Olaf College; Ph.D., University of Iowa
Assistant Professor of Biology

‡**Jacqueline Camille Perret** (1989), A.B., University of Michigan; A.M., Brown University
Lecturer in English

Jill M. Porter (1993), B.A., Illinois Wesleyan University; M.S., Eastern Illinois University
Assistant Dean of the College

Priscilla G. Posick (1991), B.A., Lake Forest College
Physical Educator and Coach

Lynne Pudles (1987), B.A., University of Pittsburgh; M.A., Ph.D., University of California (Berkeley)
Associate Professor of Art

Howard J. Ramagli (1991), B.A., Davidson College; M.Ed., Harvard University; Ph.D., M.F.A., University of Florida
Lecturer in Theatre, Director of Information Services and Technology

De Juran Richardson (1986-91; 1993), B.A., M.S., Ph.D, Northwestern University
Associate Professor of Mathematics

Shelley Robinson (1993), B.S., Northern Michigan University; M.A., Ball State University
Assistant Director of Admissions

††**Diane M. Ross** (1980), B.A., M.A., Ph.D., Yale University
Associate Professor of English

Steven J. Rosswurm (1977), B.A., University of Michigan; M.A., Ph.D., Northern Illinois University
Associate Professor of History, Chairperson of History Department

Ahmad Sadri (1988), B.A., M.A., Teheran University; M.A., Ph.D., New School for Social Research
Assistant Professor of Sociology and Anthropology

‡**Ted Schaefer** (1990), B.A., M.A., University of Missouri-Columbia
Lecturer in English

George C. Shields (1989), B.S., M.S., Ph.D., Georgia Institute of Technology
Associate Professor of Chemistry

Philip E. Simmons (1990), B.A., Amherst College; M.F.A., Washington University; Ph.D., University of Michigan
Assistant Professor of English

‡**Margaret Helen Sinclair** (Jan., 1990; 1991), B.A., University of Toronto; Ph.D., University of California (Berkeley)
Lecturer in French, Coordinator of Study Abroad

‡**Florence Singer** (1975), B.A., Barat College; M.S., Illinois Institute of Technology
Lecturer in Education

Jacqueline Ann Slaats (1986), B.S., Iowa State University
Director of Athletics, Physical Educator and Coach

†**W. Rand Smith** (1977), A.B., University of North Carolina; M.A., Ph.D., University of Michigan
Professor of Politics

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Dean of the Faculty, Director of International Studies, and Associate Professor of Spanish

Jeffrey O. Sundberg (1989), B.A., Carleton College; M.A., Ph.D., Stanford University
Assistant Professor of Economics

Ghada Hashem Talhami (1983), B.A., Western College for Women; M.S., University of Wisconsin (Milwaukee); Ph.D., University of Illinois (Chicago Circle)
Associate Professor of Politics

M. Lee Thompson (1962), B.A., Concordia College; Ph.D., Indiana University
Professor of Chemistry, Chairperson of Chemistry Department

Roger Edward Timm (1993), B.A., Central College; M.A. University of Iowa
Physical Educator and Coach

David Walter Towle (1988), B.S., M.S., University of New Hampshire; Ph.D., Dartmouth College
Foster G. McGaw Professor of Biology

Carolyn Tuttle (1984), B.A., Boston College; M.A., Ph.D., Northwestern University
Associate Professor of Economics

James Ure (1993), B.A., Haverford College; Ph.D., University of Pennsylvania
Assistant Professor of Music

Jill Van Newenhizen (1987), B.A., Lake Forest College; M.S., Ph.D., Northwestern University
Associate Professor of Mathematics

Jennifer J. Wallace (1985), B.A., M.A., Ph.D., Northwestern University
Associate Professor of Sociology and Anthropology

Siaw-Peng Wan (1994), B.A., M.S., University of Illinois at Urbana-Champaign
Instructor in Economics and Business

Maurice Waugh (1992), B.S., University of Duhuque; M.S., Indiana University
Physical Educator and Coach

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Associate Professor of Biology, Chairperson of Biology Department

‡**Naomi Wentworth** (1983), B.A., University of Massachusetts (Amherst); M.S., Assumption College; Ph.D., University of Connecticut
Lecturer in Psychology

‡**Lynn C. Westley** (Jan., 1992), B.A., Grinnell College; M.S., Ph.D., University of Iowa
Lecturer in Biology

Cynthia B. Woodbury (1988), B.A., Northwestern University; M.S.A., DePaul University
Lecturer in Business, Director Chicago Outreach Program

William E. Zamer (1989), B.S., Juniata College; M.A., College of William and Mary; Ph.D., University of Maine
Assistant Professor of Biology

‡**Luis E. Zayas** (1994), B.A., State University of New York at Buffalo; M.A., University of Chicago
Lecturer in Sociology and Anthropology, Resident Academic Scholar, 1994-95

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Distinguished Service Professor of History

Dates in parentheses indicate year of original appointment to the faculty and length of service.
‡Part-time teaching, 1994-95
†Sabbatical leave of absence, 1994-95
††Sabbatical leave of absence, Fall 1994
†††Sabbatical leave of absence, Spring 1995
*Leave of Absence, 1994-95
**Hotchkiss Leave of Absence, Fall 1994

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_____, *Dean of the College*
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Pat L. Pohl, *Counselor, Center Staff*
Cynthia Levin, *Counselor*
Amy Suszko, *Counselor*

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Kathleen Murray, R.N.
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Sarah Josephson, *Blackstone Hall*
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Rory O'Connor, *McClure Hall*
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Jose Maldonado, *Nollen Hall*
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Office of Enrollment Planning
Francis B. Gummere, Jr., *Vice President for Enrollment and Administration*

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David Boyle, *Admissions Officer*
Nancy J. Claar, *Admissions Officer*

Aliza J. Gilbert, *Admissions Officer*
Matthew A. Mimlitz, *Coordinator of Transfer Admissions*
Shelley L. Robinson, *Assistant Director of Admissions*
Sandra Volpe, *Administrative Assistant*

OFFICE OF FINANCIAL AID
Gerard J. Cebrzynski, *Director of Financial Aid*
Mark J. Mitchell, *Assistant Director of Financial Aid, Coordinator of New Student Financial Aid Services*
Jill Zwicke, *Assistant to the Director*

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Howard J. Ramagli, *Director*
Kathleen Adams, *User Support/Training Specialist*
Roger Ciotti, *Computer Technician*
Sandra J. Grivett, *Assistant Director*
Anchalee Hocharoen, *Programmer/Analyst*
Lenore Iwan, *Computer Operator*
Gary K. Nalley, *Assistant Director*
David Pilkington, *Senior Programmer/Analyst*

Physical Education and Athletics
Jacqueline A. Slaats, *Athletic Director, Women's Basketball Coach*
Tracy Ellen Beaty, *Volleyball Coach, Assistant Women's Basketball Coach*
Thomas K. Burton, *Men's and Women's Swimming Coach, Assistant Men's Soccer Coach*
Michael Edward Dau, *Handball Coach*
Priscilla G. Posick, *Women's Soccer and Women's Softball Coach*
Lucille Ramsey, *Women's Tennis Coach*
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Maurice Waugh, *Head Football Coach, Assistant Men's Basketball Coach*

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James D. Wetzel '62

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William C. Roberts, 1886-1892
James G. K. McClure (acting), 1892-1893
John Merle Coulter, 1893-1896
John J. Halsey (acting), 1896-1897
James G. K. McClure, 1897-1901
Richard Davenport Harlan, 1901-1906
John J. Halsey (acting), 1906-1907
John Scholte Nollen, 1907-1917
Henry W. Wright (acting), 1917-1920
Herbert McComb Moore, 1920-1942
Ernest A. Johnson, 1942-1959
John Howard (acting), 1959-1960
William Graham Cole, 1960-1969
William L. Dunn (acting), 1969-1970
Eugene Hotchkiss, 1970-1993
David Spadafora, 1993-

MAJOR SCHOLARSHIP FUNDS

Alexandra Galitzine Armour Scholarship
Established in 1992 by members of the Lester Armour family in honor of Alexandra Galitzine Armour to assist undergraduate students with an interest in studies of the Russian language and the Russian Republic. 1993-94 Recipient: Allan VanDeweghe

Baxter Foundation Scholarship
Established by the Baxter Foundation in 1992 to assist students majoring in biology and chemistry, with preference given to women and minorities. 1993-94 Recipients: Maureen Gallagher and Melissa Wagenaar

Elizabeth L. Beidler Scholarship for Women
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a female student. 1993-94 Recipient: Katherine Anabo

Francis Beidler Scholarship for Men
Established by Mr. Francis Beidler II and the Francis Beidler Charitable Trust to assist a male student. 1993-94 Recipient: Jason Cosyleon

Grace Updegraff Bergen Scholarship
Established by Dr. & Mrs. Edward A. Mohns in memory of her mother, Grace Updegraff Bergen, and augmented by the Mohns' daughter and son-in-law, Mr. & Mrs. Laurance R. Hoagland, Jr., to assist a student heading toward the Christian ministry or majoring in music. 1993-94 Recipient: Tracey Daniels

Richard and Betty Laing Bergman Scholarship
Established by Richard Bergman and Betty Laing Bergman '47 to assist students majoring in the social sciences who display academic excellence.

The Bockhoff Scholarship
Established by Mr. and Mrs. L. Barrie Hunt, in honor of Erma Bockhoff Hunt '15, Camilla Bockhoff Dunn '09, and Mary Bockhoff McCrea '07, to assist a student in the humanities who shows special academic promise. 1993-94 Recipient: Jennifer Adamczewski

Joseph M. Brickman Scholarship
Established by Mrs. Frances Brickman in memory of her husband, Joseph Brickman, to assist an outstanding student. 1993-94 Recipient: Stephanie Bibb

Elizabeth Korbumel Bright Scholarship
Established by Dr. Harold Bright '37 in memory of his wife, Elizabeth Korhumel Bright '37, to assist students majoring in history or politics. 1993-94 Recipient: James Gubbins

Gardner Brown Scholarship
Established by Gardner Brown to assist two outstanding students from middle-income families. 1993-94 Recipients: Heather Brown and Karl Kirschner

Edward Chappell Memorial Scholarship
Established by Mrs. Edward Chappell in memory of her husband, an alumnus of the class of 1909. 1993-1994 Recipient: Windell Oskay

The Class of 1935 Scholarship Fund
Established by gifts from the members of the Class of 1935 in honor of the fiftieth and fifty-fifth anniversaries of their graduation from the College. 1993-94 Recipients: Brian Garcia and Heather Juengst

The Class of 1937 Scholarship Fund
Established by gifts from the members of the Class of 1937 in honor of the fiftieth anniversary of their graduation from the College. 1993-94 Recipient: Melissa Hankes

Marilyn Orr Creadick Scholarship
Established by Robert Creadick in memory of his wife to assist an outstanding student, with preference given to a female from Indiana. 1993-94 Recipient: Karla Weathers

Joseph B. Fleming Scholarship
Established by Joseph B. Fleming and the Robert R. McCormick Charitable Trust to assist an outstanding student. 1993-94 Recipient: Sarah Tienhaara

Scott Fossel Scholarship
Established in 1992, to assist a sophomore or junior who has displayed leadership and commitment through excellence in academic and extracurricular activities as Mr. Fossel '75 demonstrated as a student. 1993-94 Recipients: Jeffrey C. Johnson and Matthew Roszak

Lila B. Frank Scholarship
Established by Mr. Curtiss E. Frank, in honor of his wife, to assist a male student who demonstrates potential leadership in public affairs. 1993-94 Recipient: Sean Richards

Nellie V. Freeman Scholarship
Established by Mrs. Nellie V. Freeman to assist a student in need of financial aid with preference given to students of the Presbyterian faith. 1993-94 Recipient: Sarah Josephson

Sig and Mary Gissler Scholarship
Established by Sigvard Gissler '56 and Mary Gissler to assist students from the Milwaukee area and Wisconsin in need of financial aid.

William B. Graham Scholarship
Established by Mr. William B. Graham to assist graduates of New Trier High School or Loyola Academy. 1993-94 Recipients: Tracey Daniels, Amy Fletcher, and Rebecca Caliendo

William Randolph Hearst Scholarship
Established by the Hearst Foundation to assist a minority student. 1993-94 Recipients: Brearn Wright and Shaheen Khan

Carl W. Hellberg Scholarship
Established by Mr. Carl Hellberg '17 to assist an outstanding student who is a graduate of Elgin High School. 1993-94 Recipient: Laura Langelan

H. Murray Herlihy Scholarship
Established to assist a deserving student majoring in Economics. 1993-94 Recipient: Devin DeStefano

Robert Hixon Memorial Scholarship
Established by Mrs. Robert Hixon, in memory of her husband, to assist a male student of high academic ability and good moral character, with preference given to science majors. 1993-94 Recipient: Tom Howard

Betty Jane Hollender Scholarship
Established by Betty Jane Schultz Hollender '42, to assist an outstanding student. 1993-94 Recipient: Kimberly Garvey

Jack Hyder Scholarship
Established by Mrs. Etta Bass Hyder, in memory of her son who attended Lake Forest College. This scholarship is to be awarded to a student or students of the Alpha Chi Chapter of the Kappa Sigma Fraternity. 1993-94 Recipient: Jason Olivieri

Ralph and Florence Jones Scholarship
Established by Mr. and Mrs. Ralph Jones to assist a student who demonstrates financial need, with preference given to a student who participates in intercollegiate athletics. 1993-94 Recipient: Anne Woll

Enid M. Karch Scholarship
Established by Robert and Lois Conway, in honor of Mrs. Conway's mother, to assist an outstanding student whose home is outside Illinos, Indiana, Michigan, Ohio and Wisconsin. 1993-94 Recipient: Alison Freund

Louis A. Keller Scholarship
Established in honor of Professor Keller by Mr. John Reuss '45 and other alumni of the College to assist a Lake Forest College student. First preference is given to a Waukesha County, Wisconsin high school graduate. 1993-94 Recipient: Ranetta Hardin

Kraft Scholarship for Minority Students
Established by the Kraft Foundation of Kraft General Foods to assist a minority student. 1993-94 Recipient: Lorena Alfaro

Mary and Foster McGaw Scholarship
Established by Mary and Foster McGaw to provide financial assistance for students selected at the discretion of the College based upon financial need. 1993-94 Recipients: Brant Dykehouse, Nichole Roberts, and Joanna Littlefield

W. R. Meadows Scholarship
Established by Mr. and Mrs. Harry G. Meadows '44 (Ruth C. Anderson '46) in honor of Mr. Meadow's father, William '18, to assist a Lake Forest College student. 1993-94 Recipient: Laura Gembolis

Jean and Frank Mohr Scholarship
Established by Jean Whyte Mohr '52 and Frank T. Mohr, Jr. '52 to assist two outstanding students who are either Social Science or Humanities majors, and who demonstrate social consciousness. 1993-94 Recipients: Scott Souza and Kristin Tatrow

Miriam Douglass Moore Scholarship
Established by a bequest from LaVina Moore '57 in memory of her mother, to assist worthy students studying writing and literature. 1993-94 Recipient: Jan Baumgartner

Raymond Moore Scholarship
Established by a bequest from Mr. Raymond Moore to assist students attending Lake Forest College, with preference given to graduates of Lake Forest High School. 1993-94 Recipient: Melissa Williams

Fred Nitz Scholarship Fund
Established by Anna Colette McIntyre in honor of her foster father, to assist students who demonstrate need, with preference given to students from St. Peter's Lutheran Church in Joliet, Il., and students from Millburn, Il. 1993-94 Recipient: Tricia Lively

Northern Trust Bank/Lake Forest Scholarship
Established by Northern Trust Bank/Lake Forest to assist an outstanding male and an outstanding female Lake Forest College student. 1993-94 Recipients: Jody Titus and Ryan Osgood

Nancy Evans Olson Scholarship
Established by Chester and Rhoda Gray Evans in memory of their daughter Nancy Evans Olson, a 1961 graduate of Lake Forest College. 1993-94 Recipient: Paige Pancratz

Herbert D. Peterson, Jr. Memorial Scholarship Fund
Established by Mr. & Mrs. Herbert Peterson in memory of their son, Herbert, Jr. '50, to assist a Lake Forest College student. 1993-94 Recipient: Sarah Beckstrom

Mr. and Mrs. Louis H. Rose Scholarship
Established by gifts from Chicago area newspaper distributors to honor Mr. & Mrs. Rose on their 50th wedding anniversary. Preference given to a student who has demonstrated financial need and has worked in newspaper circulation activities. 1993-94 Recipient: Kristi Kerchenfaut

Santa Fe Pacific Corporation Scholarship
Established in 1992 by the Santa Fe Pacific Foundation and its Chairman, Mr. Robert Krebs, to provide scholarship assistance to undergraduate students with demonstrated need, with preference given to dependents of employees of Santa Fe Pacific Corporation and its subsidiaries. 1993-94 Recipient: Leslie Malmgren

Gottlieb Schaffer Memorial Fund
Established by Mr. Otto G. Schaffer '13, to assist an outstanding Lake Forest College student. 1993-94 Recipient: Sarah Josephson

Peter Snite Scholarship
Established by Mr. and Mrs. John Snite in memory of their son, Peter Taylor Snite '59, to assist an outstanding student. 1993-94 Recipient: Jo-Nell Herndon

Wilma W. Spreyer Scholarship
Established by Mr. Frank Spreyer '35, in memory of Mrs. Wilma Westerman Spreyer '35, to assist a student who demonstrates financial need, with preference given to a black woman. 1993-94 Recipient: Stephanie Dodoo

Truman Scholarship
Established by Mr. Roswell Truman to assist students who demonstrate financial need, with preference to those residing in the United States east of the Ohio River. 1993-94 Recipient: Jeffrey Laliberte

Eugene Tucker Memorial Scholarship
Established through a bequest of Eugene Tucker '21 to assist deserving students.

UPS Scholarship
Established by a grant from the UPS Foundation, through the Associated Colleges of Illinois, to assist deserving students from different economic and ethnic backgrounds. 1993-94 Recipient: Portia Rivera

John P. Wade Scholarship
Established by a bequest from John P. Wade '37 to assist Lake Forest College students. 1993-94 Recipients: Charles Lasco and Melissa Wagenaar

William and Cecilia Wetzel Scholarship
Established during the 1983-84 academic year by the estate of Dr. Rita J. Wetzel '49, in honor of her parents, to assist a Lake Forest College student. 1993-94 Recipient: Rodica Lapadat

Ruth Hendrickson Wood Science Scholarship
Established by Mr. J. Howard Wood '22, in memory of his wife who was in the class of 1921, to assist a woman majoring in one of the sciences or mathematics. 1993-94 Recipient: Hope Skirba

Blanche Young Scholarship
Established by a bequest from Blanche Young Oldham '15, to assist a student majoring in the general field of communications. 1993-94 Recipient: Sarah Lowther

Irvin L. Young Scholarship
Established by Mr. Irvin L. Young '26, and supported by the Irvin L. Young Foundation, to assist students who demonstrate financial need, with preference given to those students who are children of Protestant ministers or persons engaged in social work. 1993-94 Recipient: Kirsten Findlay

MERIT SCHOLARSHIPS

Presidential Merit Scholarships
To recognize outstanding academic achievement, two full tuition and four half tution scholarships are available each year. Awarded by the President of the College to freshmen following a special academic competition.

Merit Scholarships for Children and Grandchildren of Alumni
To benefit outstanding children and grandchildren of alumni who are applying to the College, one full tuition and one half tuition awards are available annually.

Merit Scholarships for Graduates of Illinois Community Colleges
To encourage graduates of Illinois Community Colleges to continue their education beyond the associates degree in a liberal arts environment, one full tuition and two half tuition awards are available annually.

McGaw Scholars
Established by the Foster McGaw Educational Foundation to assist upper-level students with demonstrated leadership abilities and excellent academic achievements.

Grew Scholars
One full tuition scholarship may be awarded annually to a Japanese student nominated to Lake Forest College by the Grew Foundation of Japan.

DEGREES AND SENIOR HONORS

Degrees Conferred, 1994

HONORARY DEGREES

Doctor of Laws
Virginia Fiester Frederick
Member, Illinois House of Representatives

Doctor of Letters
Gayle Pemberton
Writer and Professor

Doctor of Letters
Christorpher S. Wren
Foreign Correspondent and Editor

MASTER OF LIBERAL STUDIES

Mary Kent Knight, "The Descent of Inanna: An Analysis of the Psychological and Cultural/Religious Links between an Ancient Sumerian Myth and Contmporary Women at Midlife."

Donald Eugene Wichlin, "The Thought of Pierre Teilhard de Chardin at the Threshold of the Twenty-first Century."

BACHELOR OF ARTS

Jennifer J. Adamczewski, Art: Art History; Business
#John Edward Adams, Jr., Business
Peggy Jeannette Adams, Philosophy; Politics
Lena Afary, Philosophy; Women's Studies
Trent Howard Agenlian, Economics; Politics
#Eric Mitchell Ahern, Sociology and Anthropology
^Kristin Elizabeth Anderson, English
Michael James Annunziato, Politics
Jeremy David Appelbaum, Art
^Darrell M. Armstrong, Chemistry
^Melissa Brownell Armstrong, Business
Mary Sethness Arnold, Art: Art History
Julia Marie Bailey, English
Raymond Allen Baker, Biology
Paige Baldwin, English
#Mónica Pilar Barreiro-Francoy, Economics
Emily J.Basil, International Relations; Spanish
Daniel Vincent Baum, Biology
Sarah Elizabeth Beckstrom, Art
#Brian Edward Bednarz-Townsend, Business
#Christopher John Bellios, Psychology
#Donald J. Bendery Jr., Business; Psychology
Nate J. Berkus, French
Noel Andersen Black, English
Michael Anthony Blain, Biology
*Edward Michael Blankner III, Politics
Samuel Taylor Bodine, Environmental Studies
Kimberly Lynn Booke, Biology
Susann Wauthier Bowring, Biology
Tatyana Amory Bradford, Psychology
Kathryn Elizabeth Bradstreet, Economics; Psychology
Fred Yale Brenner, History
Brooke Lee Brown, Art: Art History
Eliana Brown, Art: Art History
Elizabeth Ellison Brown, French
Scott Brown Jr., Psychology
#William Scott Brown, Psychology
Philip James Buck, French; Spanish
Rebecca Ann Caliendo, Art: Art History
Delphine Edmée Carayon, Sociology and Anthropology
Todd Leon Carr, Economics; History
Alex Kimball Case, History
Margaret Lynn Charlton, Art: Art History

David Bennett Cholewiak, History; Philosophy of History
Cory Ryan Christianson, English; Philosophy
#Deborah Ann Coatar, Business
*Allison Skiff Cobb, Art: Art History
Elizabeth Rachel Cohn, Psychology
*Mark Robert Collier, Biology; Environmental Studies
Nichole Margaret Cooper, English
^Allegra C. Costa, Art: Art History; Psychology
Eric Todd Cunningham, Business
Katharine Schuyler Cutler, Art: Art History
Mary Theresa Czarnecki, English; Philosophy
Jonna Beth Daleiden, English
Dana Linn Damon, French
Joseph Anthony Dapier, English
*William B. Davis, English; Education
Jodie Lynn Deitch, English; Education
James F. DeLisa, Business
*Jeffrey Scott Denny, Business
#Michael A. DeSantis Jr., Business
Devin Marcus DeStefano, Economics; International Relations
Erika Joan DiCello, Economics; Psychology
*Stephanie Karen Dodóo, Art: Art History; Psychology
#Desmond Gerard Dozier, English
Laura Emma Dryden, Business
Brant R. Dykehouse, English; Psychology
Gretchen Elyzabeth Eckland, Business and Economic Journalism
Scott Dixon Elias, Politics
Daniel Charles Faber, Politics
Jennifer Ann Fahlen, Philosophy; Politics
Cheryl Victoria Fasano, Business
Rebecca Blair Feinberg, Sociology and Anthropology
Charle Alice-Nani Fern, Mathematics
Jennifer Elizabeth Fetter, International Relations; Politics
Jessica B. Filoon, International Relations; Spanish
Kirsten Annik Findlay, Biology; Psychology
Trynné Nicole Fleming, Economics; French
Michelle Laurie Forgeron, Business; Psychology
*Aimee Elizabeth Forsberg, Spanish
Alison Elizabeth Freund, Philosophy; Philosophical and Theological Ethics
Maureen Patricia Gallagher, Biology
Marie-McIntyre Gardner, English
Susan Simkins Garrett, Politics
#Jon Miller Gaskell II, English
^Marsha Georgina Germain, French; International Relations
Andrew Scot Godwin, History
Christopher Allen Gorman, Biology
Melissa Margaret Griggs, Art: Art History; Psychology
Andrew James Grosso, French; International Relations
David L. Hansen, Economics; Politics
Matthew Wade Hanson, Art; English
Kenneth John Hartlage, Economics
William Robert Hartman, Biology
Andrew Haskell, History
#Korey Allison Healey, Psychology
Gary Eugene Heath, Business; Politics
Jo-Nell Kathleen Herndon, Economics; International Relations
Jason Paul Hogan, Art; Economics
John Lawrence Hogan, History; Spanish
Ted James Holsteen, English; Psychology
Katherine Theresa Holt, German
Douglas Clendenin Horner, Jr., Politics
#Jonathan Willis Howard, English
Thomas Francis Howard III, Chemistry
Daniel T. Hughes, Business; Sociology and Anthropology
Ross Lawrence Jacobson, Politics
Deborah AnnMarie Joseph, Politics
Heather Laurel Juengst, Mathematics; Education
Andrew Edward Kim, Biology
Alice Klima, Philosophy; Art and Knowledge
David Andrew Kulik, Physics
Kimberly Jane Kurz, Biology
Lori Ann Kurzawski, Business
Stephanie Marie Lain, Biology
Tara Marie Lambert, Economics; History
Stacy Badami Lang, Psychology
Laura Carole Langelan, Art; Mathematics
Charles Alan Lasco, Economics; History
Laurens William Leffingwell, Jr., Psychology
Jennifer Kristin Lenzmeier, Art: Art History
Julie Wai Leung, Economics; French
Winnie Leung, Psychology; Education
Todd Elliott Lewis, Economics; International Relations
Janna Noel Lorentzen, International Relations

Jennifer Valshan Love, Computer Science; Mathematics
Sarah Katherine Lowther, English; Sociology and Anthropology
Caroline G. Lüders, Psychology
*Anthony Willers Lunger, History; Politics
Benito Magaña Rangel, Art; French
*Linda M. Magnuski, Chemistry
Darren Michael Malek, English; Politics
Edward John Mallon, Art; English
Alice Marie Mansfield, Mathematics; Spanish
Kelly J. Martin, Economics
*Hugh Andrew Mathis, Art: Art History
#Richard Charles Matthes, English; Acting
Michael Edmund McGlynn, English
Matthew Daniel McKay, Sociology and Anthropology
Nancy Lorrainne McLeod, Business
Chad Joseph McMahon, Economics
#Erin Michelle McMahon, Economics
#Michelle Meridith, Art: Art History
Christine Frances Meyer, Business; English
Richard deNorville Meyer, Art: Art History
^Vesheta Lanisha Miller, History
Douglas Arthur Moffat, Business; Sociology and Anthropology
Jenny S. Monroe, French
Stacey Alysse Montano, French; Graphic Design
^Lisa Ann Montedore, Psychology

Bonnie Marie Mordawski, History; Education+
#Susan Eileen Morgan, English
Kristin Elizabeth Murray, Psychology
Evelyn Kabui Mwangi, Psychology; Spanish
Matthew Todd Newberg, Biology
John Hartford Newlin, English
Matthew J. Nielsen, Business
John Edward Noel, History
#Jeffrey Maurice Norman, Physics
#Robert Edward North, Jr., Chemistry
*Richard P. O'Brien, Business
Anne Katharine O'Connor, History
Emily Ryan Oppenheimer, Business
^Jennifer Ann Palenske, Sociology and Anthropology
*Matthew Emmanuel Panagiotis, History
Mary Elizabeth Pappas, Psychology
Brian Calkins Payne, Business
^Ryan Linley Peal, Business
Carmen Nicole Perry, Politics; Spanish
Elizabeth Catherine Ingrid Petersen, Sociology and Anthropology
Karen Lynn Peterson, Psychology
Lorne Paul Pinto, History
^Heather Lynn Poe, Environmental Studies
#Byron Oliver Pond III, Politics
Hope Ellen Potter, Art: Art History
*Cheryl Lynn Raczon, Psychology
Desanka D. Rajkovic, Economics; International Relations
Erik Biesel Rasmussen, Economics
Shannon Kathleen Reidy, Business
#Niven Quinn Reily, Art: Art History
Jason Louis F. Reitelman, History; European Studies
#Bertha Elizabeth Ribbeck, Business
Jennifer Marie Rice, Economics
*Molly Rigney, Psychology
Portia C. Rivera, English
Kimberly Marie Rizzo, Biology
Lamont Robinson, Business
Melissa Rose Roche, Economics
Susan DeBoice Rodgers, Chemistry
Jeffrey Allan Rupich, Business
Paul Richard Salemme Jr., Business; Psychology
Elizabeth Ann Samples, French; Psychology
Jennifer Lynn Scane, Business
Steven Raymond Schuh, Economics; History
Patrick Martin Schuleit, History
#Steffanie Ruth Selengut, Politics
Jenifer J. Severson, Politics; Education
^Michelle Sally Silver, Psychology
Stephanie Anne Simmons, Sociology and Anthropology
*Jessica L. Simon, Psychology
Leo A. Smerglia, History
Scott Cameron Smithgall, Biology
Shadi Tova Soomekh, Psychology
Barrie Briggs Spang, Art: Art History
Andrew Arthur Stavaridis, Politics
Jody Herbert Strauss, English; History
*John Konrad Strautnieks, History
Nikolas Gint Strautnieks, Psychology
Douglas L. Sutherland, English
Bradford Alan Swanson, Psychology
Judith Lynn Taflinger, Art; Business
John Luther Thompson Jr., Business
Lisa Nicole Thompson, English; Sociology and Anthropology

Peter Shawn Thompson, Psychology
Laura Anne Thorpe, Art and Gender Studies
*Emily D. Tilghman, Art
Patti Jo Timmerman, Business
*Sheneen R. Travis, Business
John Fraser Tweedie, Art; English
Allan James VanDeweghe, English
Robert Anthony Ventura, Business; Psychology
#Matthew Douglas Vernon, English
Wendy Lucille Viets, English; Spanish
Hollie Ann Vizier, Computer Science; English
Sara Lyndall Voorhees, Philosophy; Philosophy and Literature
Melissa Marie Wagenaar, Chemistry
Aeysha Elana Walsh, Art: Art History
Monica Lee Walsh, Business
Karla Emalee Weathers, Psychology; Education
#Andrew Clark Weesner, Economics
#Michael Steven Weinstein, Economics
Charles Robert Welborn, Jr., Business
Christy C. Westbrooks, Mathematics
Peter Deen Wey, Politics
Elizabeth Anderson Whitmore, Psychology
*Kimberly Lane Whitten, Business
Danielle J. Wilcox, English
Trevor Eloise Wilde, Art: Art History; Psychology
Melissa Marie Williams, Art: Art History; English
Rachel Paige Woll, Art; Psychology
#Christopher Braxton Wren, Politics; Politics of South Africa
Amanda Breslin Wright, Psychology
Joy Ann Wright, Biology; Business
Karen Wilkinson Yarbrough, Sociology and Anthropology
Michelle Ann Zurawski, Biology

^Degree conferred September 18, 1993
#Degree conferred March 5, 1994

Honors and Awards, 1994

PHI BETA KAPPA
Noel Andersen Black
Rebecca Ann Caliendo
David Bennett Cholewiak
Jonna Beth Daleiden
Devin Marcus DeStefano
Kirsten Annik Findlay
Alison Elizabeth Freund
Heather Laurel Juengst
Alice Klima
Alice Marie Mansfield
Erin Michelle McMahon
Sara Lyndall Voorhees
Melissa Marie Wagenaar

SUMMA CUM LAUDE
Jonna Beth Daleiden

MAGNA CUM LAUDE
Rebecca Ann Caliendo
David Bennett Cholewiak
Devin Marcus DeStefano
Alison Elizabeth Freund
Heather Laurel Juengst
Erin Michelle McMahon
Sara Lyndall Voorhees
Melissa Marie Wagenaar

CUM LAUDE
Jennifer J. Adamczewski
Sarah Elizabeth Beckstrom
Noel Andersen Black
Kimberly Lynn Booke
Brant R Dykehouse
Kirsten Annik Findlay
Thomas Francis Howard III
Alice Klima
Stacy Badami Lang
Charles Alan Lasco
Jennifer Kristin Lenzmeier
Sarah Katherine Lowther
Alice Marie Mansfield
Richard Charles Matthes
Stacey Alysse Montano
Karen Lynn Peterson
Portia C. Rivera
Steven Raymond Schuh

INDEPENDENT SCHOLARS
Lena Afary
David Bennett Cholewiak
Gretchen Elyzabeth Eckland
Alison Elizabeth Freund
Alice Klima
Richard Charles Matthes
Stacey Alysse Montano
Sara Lyndall Voorhees
Christopher Braxton Wren

HONORS IN THE MAJOR
Lena Afary, Women's Studies
Noel Andersen Black, English
Kimberly Lynn Booke, Biology
David Bennett Cholewiak, History; Philosophy of History
Jonna Beth Daleiden, English
Brant R Dykehouse, English
Gretchen Elyzabeth Eckland, Business and Economic Journalism
Kirsten Annik Findlay, Biology; Psychology
Michelle Laurie Forgeron, Psychology
Alison Elizabeth Freund, Philosophy; Philosophical and Theological Ethics
Alice Klima, Philosophy; Art and Knowledge
Richard Charles Matthes, Acting
Elizabeth Ann Samples, Psychology
Sara Lyndall Voorhees, Philosophy; Philosophy and Literature
Melissa Marie Wagenaar, Chemistry
Christopher Braxton Wren, Politics of South Africa

HONORS SENIOR THESES

Afary, Lena. "Alienation and Domination: From Hegel to Marx and from De Beauvoir to Contemporary Feminist Thought."
*Black, Noel Andersen. "Understanding Difference through Paradox: Exploring the Relationship of Language to Religious Truth in the Writings of William James, William Blake, Alan Watts, Thomas Merton, and Jacques Derrida."
Booke, Kimberly L. "Effects of Nutrition and Temperature on Metabolic Pathways in the Sea Anemone, *Metridium senile*."
Bowring, Susann Wauthier. "The Molecular Characterization of the Na/H Antiporter of the *Callinectes sapidus*."
Case, Alex K. "Jackie Robinson: Baseball, America, and Memory."
Cholewiak, David B. "'The Document as Corporeal Memory': A Theoretical Study of Evidence in the Historical Discipline."
Daleiden, Jonna B. "Gender Conflict in Legal Drama."
Dykehouse, Brant R. "'There Are Things That Keep These Boats Afloat' and Other Poems."
Eckland, Gretchen Elyzabeth. "A Study of Business and Economic Journalism."
Findlay, Kirsten Annik. "Temporal Patterns, Location and Landmark Effects on Guppy Spatial Learning."
Forgeron, Michelle Laurie. "An Examination of Gender Differences on the Poggendorff, Ponzo, and Horizontal Vertical Illusion Figures."
Freund, Alison Elizabeth. "Searching for Good Lives: The Role of Values in Ethical Debate Using Euthanasia as a Case Study."
Hartman, William R. "Expression of the gadd45 Gene Via Lovastatin-Induced Growth Arrest."

Klima, Alice. "Knowledge in Painting."
Magaña Rangel, Benito. "A Visual Study in Dualism: Religious Passion versus Scientific Reason."
Matthes, Richard Charles. "Acting Chekhov's Dr. Astrov: The Journey from the Page to the Stage."
Rizzo, Kimberly M. "The Effects of Anabolic Steroids on Endurance Performance and Cellular Ultrastructure."
Samples, Elizabeth Ann. "An Examination of Individual and Situational Differences in the Coping Strategies of College Students."
Smithgall, Scott C. "Changes in Embryonic Protein Synthesis during Sex Determination in the Turtle, *Trachemys scripta*."
Voorhees, Sara. "The Feminine in Nietzsche, Derrida, Irigaray and Cixous."
Wagenaar, Melissa Marie. "A Synthetic Route for the Preparation of 8-substituted 2-(di-n-propylamino)-5 hydroxytetralins: Potential Dopamine Agonists."
Wren, Christopher. "The History of Nature Conservation in South Africa."

* Phi Beta Kappa Senior Thesis Award

PRIZES AND MEMORIAL AWARDS, 1994

Edward H. Oppenheimer Memorial Prizes--Alison E. Freund, Thomas F. Howard
Tamara Lee Wefler Award--Douglas L. Sutherland
Scholar/Athlete Award--Devin M. DeStefano
Nicholas J. Wasylik Senior Athletic Award--Patti J. Timmerman
Emma O. Haas Memorial Award for Merit in Scholarship--Jonna B. Daleiden, Melissa M. Wagenaar
Senior Prize in Studio Art--Benito Magaña
Senior Prize in Art History--Rebecca A. Caliendo
Fredericka L. Stahl Memorial Award for Excellence in Science
Biology--Kimberly L. Booke, Kirsten A. Findlay
Chemistry--Melissa M. Wagenaar
Warren A. Peterson Memorial Award in Economics--Erin M. McMahon
H. Murray Herlihy Prize in Economics--Devin M. DeStefano
Senior Prize in Education--Heather L. Juengst
Gail DeHerder Memorial Prize in Creative Writing--Julia M. Bailey
McPherson Prize for Excellence in Scholarship
English--Noel A. Black, Jonna B. Daleiden
French--Stacey A. Montano
Philosophy--Sara L. Voorhees
Spanish--Alice M. Mansfield
Theatre--R. Charles Matthes
Richard W. Hantke Award in History--David B. Cholewiak
Senior Prize in Independent Scholar Program--David B. Cholewiak, Sara L. Voorhees
Senior Prize in International Relations--Devin M. DeStefano
Harold B. Curtis Prize in Mathematics--Heather L. Juengst
Solly A. Hartzo Award in Politics--Jennifer E. Fetter
Sterling Price Williams Prize in Psychology--Kirsten A. Findlay
Phi Beta Kappa Senior Thesis Award--Noel A. Black
Pearl E. Pauker Prizes in Writing--Kimberly L. Booke, David B. Cholewiak
Alpha Sigma Kappa Class of 1938 Memorial Prize--David B. Cholewiak
Lincoln Academy of Illinois Student Laureate Award--Alison E. Freund

GEOGRAPHIC DISTRIBUTION OF STUDENTS 1993-94

U.S. Citizens	
Alabama	1
Alaska	2
Arizona	9
Arkansas	4
California	29
Colorado	39
Connecticut	28
Delaware	1
Florida	15
Georgia	1
Hawaii	4
Idaho	1
Illinois	391
Indiana	23
Iowa	8
Kansas	7
Kentucky	9
Louisiana	3
Maine	7
Maryland	5
Massachusetts	56
Michigan	20
Minnesota	23
Missouri	16
Montana	2
Nebraska	6
Nevada	2
New Hampshire	11
New Jersey	15
New Mexico	2
New York	33
North Carolina	2
North Dakota	1
Ohio	25
Oklahoma	5
Oregon	7
Pennsylvania	10
Rhode Island	3
South Carolina	2
Tennessee	9
Texas	5
Utah	6
Vermont	5
Virginia	7
Washington	4
West Virginia	1
Wisconsin	57
Wyoming	2
TOTAL	924

U.S. Citizens Outside U.S.A.	
Canada	1
Ecuador	2
Egypt	1
Greece	1
Japan	1
Mexico	1
Puerto Rico	1
Saudi Arabia	1
TOTAL	9

International Students	
Bahamas	1
Brazil	1
Canada	14
China	1
Denmark	1
Egypt	1
France	1
Ghana	1
Greece	2
India	2
Iran	2
Italy	1
Japan	6
Kenya	1
Mexico	2
Monaco	1
Morocco	1
Pakistan	1
Peru	1
Poland	3
Rumania	2
Russia	1
Spain	4
Sweden	2
Trinidad	1
Venezuela	1
TOTAL	55

Total States	48
Total Foreign Countries	29

--September 1993

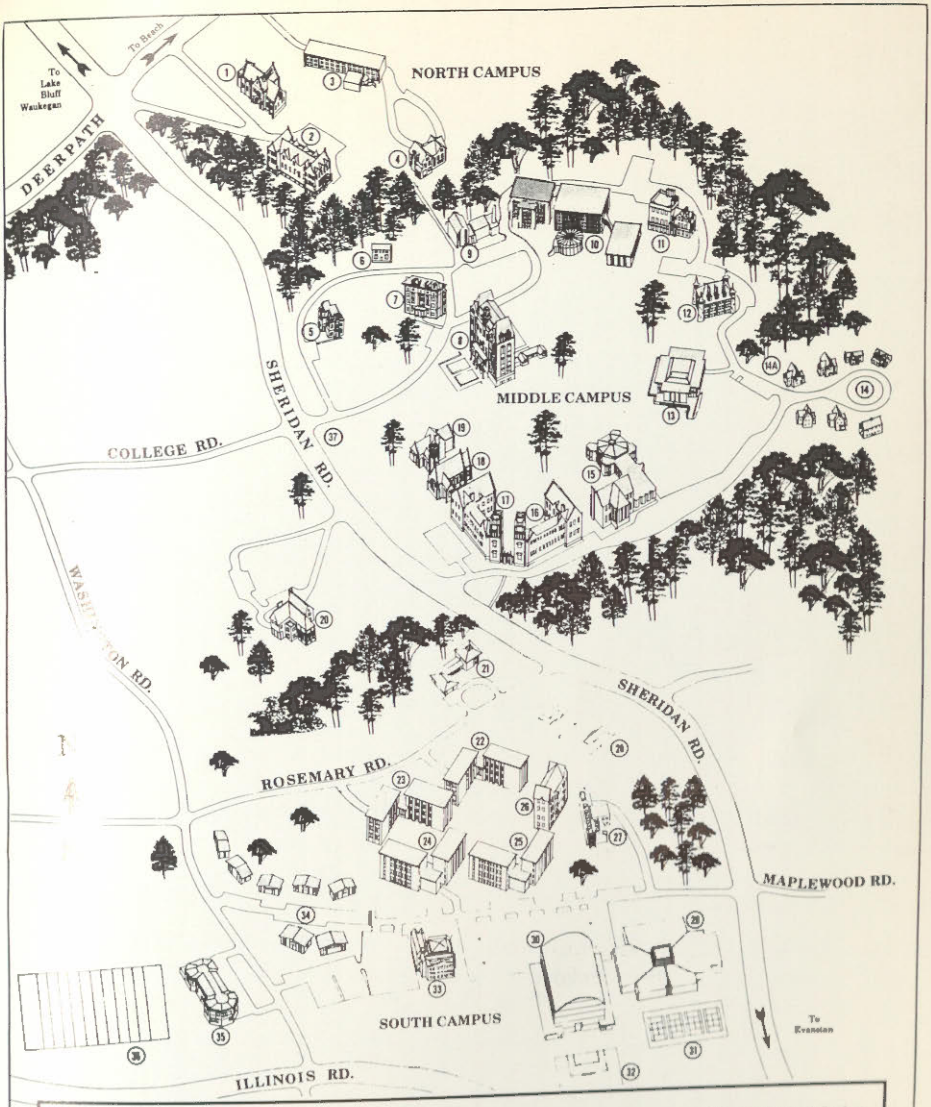
988 total

Academic Advising 15
Academic Appeals 231
Academic Appeals Board 231
Academic Dismissal 229
Academic Evaluation 226
Academic Honesty 233
Academic Honesty Judicial Board 234
Academic Probation 228
Academic Records 226
Academic Regulations 223
Academic Standing and Progress 228
Academic Suspension 228
Administrative Offices 252
Admission

Admissions 18
Deferred Admission 19
Early Decision 19
Examinations 18
Graduate 20
Personal Interview 19
Transfer 19
Undergraduate 18
Secondary School Requirements 18
Advanced Placement 231
African American Studies 63
Alumni Association 254
American Studies 63
Ancient Mediterranean Civilizations 64
Anthropology 212
Approved Program Witdrawal 230
Area Studies 66
Art 67
Art Galleries 11
Asian Studies 73
Assoc.Colleges of the Midwest
Study Abroad 47, 50
United States 44
Attendance 226
Audio-Visual 11
Auditing 224
Bachelor of Arts Admissions 18
Barat College 43
Biology 75
Business 92
Major 98
Calendar 8
Career Development Center 16
Certification for Teachers 103
Charges for course work completed over two semesters 23
Charges for credit at Barat College 23
Chemistry 81
Chicago semester in the arts 44
Chinese Studies 51
College Libraries 9
Commencement 238
Communications
Campus Capsule 14
Collages 14
The Forester 14
The Stentor 14
Tusitala 14
WMXM Radio Station 14
Community Education 55
Comparative Literature 86
World Lit 91
Computer Science 165
Major 170
Computing Facilities 10
Consortium 48, 227
Cooperative Degree Programs 37
Counseling Center 16
Course Audits 224
Course Changes 224
Course credit Residence. 223
Course Credits 223
Course Load

Course Load 223
Reduction 225
Course Registration 224
Course Withdrawal 224
Exceptions 225
Medical 225
Course-Sequences and Concentrations 35
Courses Repeated 224
Creative Project 37
Credit by Examination 231
Credit by Transfer 230
Credit for Summer Work at Another Institution 231
Credit-D-Fail Option 226
Cultural Diversity 151
Cum laude 237
Czech Program 51
Degrees and Senior Honors 261
Directories 239
Economics 92
Education 102
Engineering 37
English 110
Literature Track 111
Writing Track 111
Environmental Studies 119
Faculty 7, 240, 241
Final Examinations 226
Financial Aid Computation of
Financial Aid Eligibility 27
Financial Assistance 25
Academic Progress 27
Eligibility 27
Federal Pell 25
Federal Perkins 26
Federal Stafford 26
Federal Supplemental 26
LFC Grants 25
Master's level 28
Other Financing 27
Outside Funds 26
Residents of IL,PA,RI,VT 26
Student Employment 26
Fines 23
Florence 52
Foreign Civilization 122
Foreign Languages and Literatures 120
French 122, 123
French Civilization 127
Freshman Courses 33
Freshmen Programs 33
Freshmen Studies 143
General Education 29
General Education
Curriculum 142
Cultural Diversity 151
Freshman Studies 142, 143
Freshman Writing 142
Humanities 149
Junior Requirements 143
Natural Science 148
Richter Scholars 148
Social Sciences 150
Sophomore Requirements 143
Senior Requirements 143
General Honors 237
General Information 5
Geographic Distribution of Students 1993-94 267
German 122, 128
Grade Appeals 231
Grade Point Averages 226
Grades 226
Graduate Program in Liberal Studies 56
Fin. Assistance 28
Tuition & Fees 62
Graduation Requirements Undergraduate 223
Graduation with Honors 237
Greece and Turkey Program 49
Health Services 16
History 153
Honors 235
Honors in the Major 237
Honors Seminar
Junior Seminar 162
Senior Seminar 162
Sophomore Seminar 161
Humanities 149
Incomplete Work 227
Independent Scholar 35, 163
Independent Study 36
Insurance Fees 22
International Baccalaureate 231
International Relations 163
Internships 42
Paris, France 49
Santiago, Chile 49
Internships and Practicms 42
Japan Study 52
Japanese 132
Junior Honors Seminar 162

Latin American Studie 53
Law 41
LFC Programs Abroad 48
Libraries 9
Linguistics 133
Lit.in Translation 134
Location 6
London and Florence
Program, Arts of 51
Magna cum laude 237
Major Listing 34
Marine Biology
Program 50
Master in Liberal
Studies
Admission 61, 20
Colloquium 61
Electives 60
Graduation
Requirements 57
Interdisciplinary
Seminars 57
The Master's
Project 61
Mathematics 165
Medical Technology 39
Medical Withdrawal 229
Medicine 41
Merit Awards 235
Merit Scholarships 260
Metropolitan Studies 174
Minimum Standard
of Academic Progress 27
Music 175
Natural Science 148
Newberry Library
Program 45
Nursing 38
Oak Ridge Science
Semester 45
Off-Campus Study 41
United States 42
Other Expenses 21
Paris Program 49
Phi Beta Kappa 238
Philosophy 181
Physics 187
Politics 192
Practicums 42
Pre-Professional and
Career Preparation 37
Pre-registration 224
Presidents of
Lake Forest College 255
Prizes 235
Program in Greece and
Turkey 49
Program Leaves 43
Reimbursement 23
Protection against
Improper Academic
Evaluation 232
Psychology 200
Readmission to the
College 229, 230
Registration 224
Religion 207
Repeated Courses 224
Research Project 36
Residence Hall Staff 16
Residence Requirement 223
Richter Scholar 34
Course 148
Russia Semester 53
Russian 136
Scholarship Funds 255
Merit 260
Semester Warning
Grade Reports 227
Senior Honors Seminar 162
Senior Thesis 36
Senior Thesis Honors 238
Social Sciences 150
Social Service 40
Sociology 212
Sophomore Honors
Seminar 161
Spanish 122, 137
Student Employment 26
Student Life and
Activities 11
Athletics 12
Campus Events 14
Commons 12
Communications 14
Music 13
Religious
Activities 15
Residential Life 12
Theatre 13
Volunteer
Community Service 15
Students 8
Study Abroad 47
Summa cum laude 237
Summer Session 17, 54
The Campus 6
The Dean's List 236
The Washington
Semester Program 43
The Writing Center 10
Theatre 219
Garrick Players 13
Transcripts of
Academic Work 227
Transfer Admission 19
Transfer Credit 230
Tropical Field
Research Program 53
Trustees 239
Tuition and Expenses
Course Overload
Charge 23
Credit at Barat
College 23
Deposit 22
Fines 23
Graduate 62
Health Clinic/
Student Health
Insurance Fees 22
Normal Course
Load 22
Payment
Procedures 22
Program Leave
Reimbursement 23
Undergraduate 21
Withdrawals and
Refunds 24
Work completed
over two semesters 23
Tutorial 36
Undergraduate
Curriculum 29
Urban Education 45
Urban Studies 46
Warning Grade Report 227
Wilderness Field
Station Program 46
Withdrawal
Course 224
from College 229
Withdrawal from the
College, Medical 229
Withdrawals and
Refunds 24
Women's Studies 221
Writing on Special
Topics 222
Zimbabwe Program 54



NORTH CAMPUS

1. **Durand Art Institute** (1891, renovated 1981): The departments of Art and Philosophy, and the Hugo L. Sonnenschein Art Gallery
2. **Lois Durand Hall** (1898): Residence for women
3. **Deerpath Hall** (1956): Residence for men and women
4. **Bradley Lodge** (1927)

MIDDLE CAMPUS

5. **Patterson Lodge** (1879): Admissions Office
6. **Ravine Lodge**: Career Development Center, Interfaith Center
7. **North Hall** (1880): Offices of the President, Dean of Faculty, Business, Registrar, Financial Aid, Public Affairs, Development and Alumni
8. **Young Hall** (College Hall, 1878, renovated 1982): The departments of Economics & Business, History, Mathematics and Politics, offices of the Dean of Students, and Community and Graduate Education
9. **Facilities Management Office**
10. **Science Center** (1961): The Ernest A. Johnson Memorial Science Center, housing the departments of Biology, Chemistry and Physics, the Freeman Science Library, the Robert R. McCormick Auditorium, and Information Services and Technology. (1990): The Dixon Science Research Center
11. **Carnegie Hall** (1908): The departments of English, Foreign Languages, and writing programs
12. **Hotchkiss Hall** (North Gym, 1890, renovated 1988, rededicated 1993): The departments of Psychology, and Sociology & Anthropology
13. **Donnelley Library** (1964): The main library
14. **Faculty housing**

14A. Additional Foreign Language faculty offices and seminar room

15. **Durand Commons/Commonplace** (1906, addition 1962): Student Center, cafeteria, coffeehouse, student activity offices, radio station
16. & 17. **Harlan** and **Blackstone Halls** (1906-1907): Residence halls for men and women
18. **Lily Reid Holt Memorial Chapel** (1899, renovated 1977): Location for religious services and for the weekly convocation series and other public lectures
19. **Arthur Somerville Reid Hall** (1899, renovated 1988): The departments of Education, Music and Religion
20. **Glen Rowan House** (1908): Conference Center

SOUTH CAMPUS

21. **President's House** (1961)

22-25. **South Campus Quadrangle** (1963-1964): 22. **Nollen** 23. **Gregory** 24. **McClure** 25. **Roberts Hall**: Residences for men and women

26. **Moore Hall** (1892): Residence for men and women
27. **Hixon Hall** (renovated 1977): Houses the Allen Carr Theatre and the Theatre Department
28. **Wasylik Soccer field**
29. **Sports/Health Center** (1968)
30. **Alumni Memorial Field House** (1950): Indoor ice rink
31. **Tennis courts**
32. **Soccer field**
33. **Lake Forest Graduate School of Management***
34. **Faculty housing**
35. **Halas Hall**: Chicago Bears training facility*
36. **Farwell Field**
37. **Gardner Brown Gates**

*Not part of Lake Forest College. *Identified for the convenience of visitors*

Office of Admissions

555 North Sheridan Road
Lake Forest, Illinois 60045-2399

ADDRESS CORRECTION
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